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EVALUATION OF TEACHER EDUCATION PROGRAMS  
IN THE STATE OF OKLAHOMA

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IN THE STATE OF OKLAHOMA

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## CHAPTER I

### THE PROBLEM AND ITS BACKGROUND

The need for professionally competent teachers for all children and youth imposes a major obligation upon all institutions engaged in teacher education.

State, national, and local agencies have recognized the need for a re-evaluation of education on all levels in order to improve the education of the children of our nation. These agencies have been engaged in many types of appraisals to improve all aspects of education.

The Oklahoma State Board of Education has recognized its responsibility in the education of Oklahoma's teachers. It has inaugurated a program of evaluation of the seventeen teacher-training institutions in the State in order to improve teacher-training programs.

As a means of accomplishing this objective, the State Board of Education authorized the State Department of Education to establish the Oklahoma Commission on Teacher Education and Certification to improve certification standards and teacher-education programs. After establishing new certification regulations, the Commission began the planning for institutional evaluation.

Over one hundred educators from all levels of teaching and administration helped the Commission in the work of planning and organizing the program of evaluation. Such plans included the development of standards by which institutions were to be judged, as well as the necessary procedures to follow in evaluating the private, parochial, and state-supported institutions engaged in preparing teachers.

There were two phases of the evaluation program. First, all institutions engaged in a self-evaluation of all aspects of their teacher education programs. Second, visiting committees, chosen from all levels of the teaching profession, evaluated each institution.

These visiting committees submitted reports of Findings and Recommendations to the State Board after completing the evaluation of each institution. The reports showed strengths and weaknesses of teacher education programs in each institution. The reports also included recommendations for approval of each certificate program and suggestions for improving areas of weakness.

The combined reports of the self-evaluation and the evaluation by visiting committees gave a comprehensive appraisal of teacher education in Oklahoma.

## The Problem

### Statement of the Problem

It is the purpose of this study to identify the major strengths and weaknesses of teacher education in Oklahoma from an analysis of the following phases of the evaluation program:

1. The self-evaluation reports of findings concerning administration, organization, and operation of institutions.
2. The reports of Findings and Recommendations of the seventeen visiting committees on (a) administration, organization, and operation of institutions, and (b) recommendations for the approval of certificate programs.

### Delimitation of the Problem

This study is concerned with the findings and recommendations made by the visiting committees on the administration and operation of the seventeen institutions for teacher education. It is also concerned with the recommendations given for approval of certificate programs.

The self-evaluation of administration and operation of institutions for teacher education is an important part of this study. The self-evaluation of the two hundred eighty certificate programs is not included in this study except indirectly as referred to in the visiting committees' reports.

It is important to the study to show the relative similarities and differences between the self-evaluation reports and the visiting committee reports as they relate to

general institutional administration, organization, and operation.

In all summaries, institutions will be identified by symbol rather than by name, since it is not the purpose of this study, nor the Commission's wish, to make exact comparisons of the institutions. Rather, it is the purpose to identify strengths and weaknesses of the entire program of teacher education in Oklahoma.

### Importance of the Study

Oklahoma was one of the first to engage in a state-wide, cooperative program of evaluation of teacher education. The planning, organization, and procedure for the evaluation program will be described from its beginning.

There is a need to bring together the total results of the evaluation program in order to show the strengths and weaknesses of teacher education in Oklahoma. The total results of the evaluation may also serve to guide institutions in making further improvements in their teacher education programs and to guide future evaluation programs of teacher education in Oklahoma and other states.

### Background of the Problem

#### Development of Appraisal in Teacher Education

Early appraisal in teacher education.--Recommendations for improving teacher education are generally based

upon evaluation of existing practices. Nearly every important change in American education for teachers has come about as a result of some type of appraisal. The first American teacher training school was founded in 1823 by Samuel R. Hall in Concord, Vermont, because "of his own observation and experience as to the need for such a school". The first public statement in this country in favor of a special course for training teachers seems to have grown out of a study of conditions in the common schools. The first course offered in Massachusetts was planned deliberately for the purpose of meeting a definite need in the schools of that state.<sup>1</sup>

Although great strides have been made in improving teacher education since the founding of the first state normal school in 1839, some of the same basic problems exist today. Such problems center around teacher recruitment, financing teacher education programs, and teacher preparation.

Standards of professional preparation and certification are closely related, since the institution that prepares the teacher follows certification requirements set forth by a central certifying agency. Standards for training and certification appeared at an early date:

The New York Act of 1812, establishing common schools in the state, required the local school trustees to examine all applicants to teach, and every teacher was

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<sup>1</sup>A. D. Wright and G. E. Gardner, Hall's Lectures on Schoolkeeping, Hanover, H. H., 1929, quoted in E. P. Cubberly, Public Education in the United States, New York: Houghton Mifflin Co., 1934, p. 375.

required to hold a certificate, signed by at least two of the local authorities, certifying that he is duly qualified to teach a common school.<sup>1</sup>

The appraisal movement after World War II.--The movement starting after World War II to appraise colleges and universities has moved forward steadily but slowly. As late as 1951, concern was shown for the problems of higher education and of teacher preparation in particular. Many of these problems were attributed conditions in our colleges and public schools caused by the war. Such conditions precipitated a re-appraisal of these institutions. Trytten stated in 1951:

This has been the year of uncertainty and trepidation for higher education. There can be little doubt that never before have students, faculty, and administration all been so concerned for the future of their activities.<sup>2</sup>

Even with effort directed toward improvement of higher education, the problems have been difficult to overcome. As Trytten further stated;

Many administrators in colleges and universities found that even five or six years after the War, they had only begun to rebuild successfully many of the departments in their institutions.<sup>3</sup>

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<sup>1</sup>Ibid., p. 326.

<sup>2</sup>M. H. Trytten, "Maintaining the Necessary Flow of College-Trained Personnel for Long-Range National Security", Addresses on Current Issues in Higher Education, Addresses of the Sixth Annual National Conference on Higher Education (Washington: Department of Higher Education of the National Education Association), April, 1951, p. 36.

<sup>3</sup>Ibid., p. 37.



Recent growth of professional organizations.--Institutions of higher learning are striving to improve their offerings in order to meet higher standards. This is especially true of professional schools whose standards are formulated by the profession itself. The field of teaching has only recently been regarded as a profession. The comparatively recent growth of teacher's professional organizations has done much to give status to the profession. The National Education Association and the various state organizations have become important factors in educational legislation.

Teacher-education institutions recognize the importance of developing professional standards. Organizations and agencies representing the teaching profession have done much to promote a better understanding of the problems of teacher education. They have given impetus to programs of continuous evaluation.

#### National Accrediting Organizations Concerned with Professional Standards

Groups and organizations concerned with professional standards have been especially active since the War in planning to improve teacher education. These groups are functioning at state, regional, and national levels. A significant example of how such plans evolve into programs of action is shown in the report of the 1953 Series of Regional Conferences

on Teacher Education and Professional Standards.<sup>1</sup> Proposed action programs were adopted by delegations from all but three of the forty-eight states. Recommendations for action made by these state delegations point out a great many problems of teacher education and certification. Programs of evaluation within each state have served to identify these problems.

There are at present four major national organizations which are concerned with accreditation of teacher education institutions.

American Association of Colleges for Teacher Education.--An association directly concerned with accreditation is the American Association of Colleges for Teacher Education. This association has a membership list of 286 of a total of 1,217 authorized teacher education institutions in the United States. It is apparent that this association does not represent a majority of the teacher education institutions.

National Association of State Directors of Teacher Education and Certification.--This group represents the only legal body for accrediting teacher education institutions.<sup>2</sup>

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<sup>1</sup>National Commission on Teacher Education and Professional Standards, "Action Programs Adopted by State Delegations", Improving Standards for the Teaching Profession, Report of the 1953 Series of Regional Conferences on Teacher Education and Professional Standards (Washington D. C.: National Education Association, 1953), pp. 82-112.

<sup>2</sup>Oklahoma Commission on Teacher Education and Certification, A Report of the Work-Conference on Criteria for the Approval of Teacher Education Programs (Norman, Oklahoma: University of Oklahoma, April 30 and May 1, 1951), p. 1.

The State Directors have authority and responsibility for certifying teachers and for accrediting teacher education programs. Since teacher education programs must meet certification requirements, the State Directors are directly concerned with the adequacy of such programs.

Regional organizations.--The third accrediting group consists of the five following regional accrediting associations: (1) The Middle States Association of Colleges and Secondary Schools, (2) the New England Association of Colleges and Secondary Schools, (3) the North Central Association of Colleges and Secondary Schools, (4) the Southern Association of Colleges and Secondary Schools, and (5) the Western College Association. These associations have been engaged in accreditation of all programs in institutions of higher education.

National Commission on Accreditation.--Another organization recently formed is the National Commission on Accreditation. It is not itself an accrediting agency but affects accreditation programs. It is made up of forty-two members, consisting of six from each of the following institutional associations: Municipal colleges and universities; land-grant colleges; the Association of American Colleges; universities; teachers colleges; and junior colleges. It was formed for the purpose of recommending accrediting associations, not to engage in accreditation itself. The National Commission on Accreditation serves to guide and act in a

consultive capacity for other accrediting agencies. The functions of this Commission as expressed by W. Earl Armstrong, present director of this group, are:

1. To establish principles which will guide accrediting bodies in setting up their standards.
2. To evaluate accrediting procedures proposed by the various accrediting bodies.
3. To negotiate with the various accrediting bodies on their standards to bring them into harmony with the announced principles on accrediting.
4. To serve as a source of appeal to teacher institutions.<sup>1</sup>

One of the guiding principles adopted by the National Commission on Accreditation is that only one accrediting association will be approved for a broad field of learning. This means that there would be one association for accrediting all forms of teacher education.

The National Commission on Accreditation was first proposed to offset the confusion caused by the overlapping of accrediting functions among the regional accrediting associations, the AACTE, and the National Association of State Directors of Teacher Education and Certification.<sup>2</sup>

The State Departments of Education may utilize the services of the National Commission on Accreditation in the following ways:

1. To use the standards proposed by this Commission for their own evaluation purposes.

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<sup>1</sup>Ibid., p. 2.

<sup>2</sup>Ibid., p. 3.

2. To give automatic state accreditation to all institutions accredited by the National Council.
3. To require all institutions within their state to be members of the National Council before being approved by the state department of education.

It is the state's prerogative to use such services and suggestions as needed for its accrediting purposes.<sup>1</sup>

Summary of Report of the AACTE Conference.--Further information concerning the purposes and functions of the National Accreditation Commission and its relationship to the AACTE and the Regional Accreditating Associations is shown in the summary of the 1954 Report of the AACTE Conference in Buffalo, New York. The central problem for discussion was: "What will be the motivation for membership in AACTE since the Association has de-emphasized its accreditation function?" The answers brought attention to significant points summarized as a series of statements:

1. AACTE is not going out of the accreditation business. The emphasis is somewhat different but the fact is the AACTE through its association with the National Commission on Accreditation is more deeply involved in accreditation than ever before. For the next few years, at least, the AACTE will contribute \$10,000 more annually to help support NCATE. That is considerably more than AACTE ever spent exclusively on accreditation.
2. Accreditation should be through the regional association and the NCATE; not one or the other but both.

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<sup>1</sup>Ibid.

3. NCATE is not an association of teacher preparing colleges. It merely provides the machinery for listing institutions accredited for teacher education.
4. Regional associations provide general accreditation. NCATE is the professional accrediting agency designed specifically to accredit in the field of teacher education.<sup>1</sup>

The actual accrediting of teacher education passed from AACTE to the NCATE on July 1, 1954. While its method of operation has not yet been fully determined, it is clearly recognized that a procedure must be established consistent with coordination of activity between the various accreditation agencies.

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<sup>1</sup>American Association of Colleges for Teacher Education, Report of the 7th Biennial School for Executives (Buffalo, New York: June 22, 1954), p. 1.

## CHAPTER II

### THE OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

#### The State's Responsibility for Teacher Education

The State Department of Education has the responsibility of carrying out and interpreting the policies, rules, and regulations of the State Board of Education.

The State Department of Education has responsibility for the welfare of the public schools, and is in a position of leadership to bring about measures for continuous and co-operative improvement of teacher education. It is vitally concerned with improving the pre-service and in-service training needs of public school personnel. Thus, the aim, in a state-directed program of evaluation of teacher education, is that the standards of judging effective programs in teacher training institutions be based upon the needs of teachers in the field. Duties of most staff members in the State Department of Education are related to teacher education, and practically all the divisions of the department are concerned with teacher education.

State Organizations Interested  
in Teacher Education

The Oklahoma Education Association.--This organization represents all levels of the teaching profession. It has, from time to time, given consideration to the problems of teacher education. Although this agency does not have legally constituted authority, it does possess the power to recommend measures which have the approval of its members to the State Department of Education.

As evidence of its concern for improving teacher education, the Oklahoma Education Association worked closely with the State Department in sponsoring the organization of the Commission on Teacher Education and Certification.

The Oklahoma Congress of Parents and Teachers.--This agency representing the parents and children of the public schools is vitally interested in any program leading to the securing and training of competent teachers.

While this group has emphasized and identified elements important to the program, the Congress accepts no direct responsibility for the coordination of teacher education.

The Oklahoma School Boards Association.--One of the main purposes of this statewide organization is to serve all phases of public education in Oklahoma. Representatives of this Association participated in the planning for the evaluation of teacher education institutions in Oklahoma.



## Establishing the Commission

### Beginnings of the Commission

The State Board of Education recognized that the problems of teacher education and certification were both numerous and complex and that no single agency could solve these problems on a state-wide basis. Consequently, the State Board of Education looked to the educational organizations and educators from the public schools and colleges for assistance and advice regarding teacher education and certification.

Soon after World War II had ended, the Board of Education faced two problems needing immediate attention. These problems were the need for certification revision and the serious shortage of teachers. It was obvious that some agency of the State Department of Education needed to be formed to work on these immediate problems. The thinking concerning the forming of such an agency actually began in 1946. The idea for forming a commission came about as a result of the 1946 National Clinic on Teacher Education sponsored by the Council on Cooperation in Teacher Education held in Georgia. This Clinic was devoted to many problems of teacher education. It was attended by five representatives from Oklahoma.<sup>1</sup>

The great interest shown in the formation of a state

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<sup>1</sup>Guy Curry, "An Analysis of the Program of the Oklahoma Commission on Teacher Education" (Unpublished Ed. D. dissertation, Dept. of Education, Oklahoma A. and M. College, 1950), p. 17.

council as a result of the Georgia Educational Clinic is described by Haskew:

. . . as he (Mr. Lester, Chairman of the Georgia Council on Teacher Education and director of teacher education and certification, Georgia State Department of Education) spoke, the roles played by the two state councils on teacher education (one for Negro schools and one for white schools) loomed larger and larger, and the visitors got an intriguing foreview of cooperative effort.<sup>1</sup>

Representatives from thirty-four states attending the Georgia Educational Clinic felt that the council approach to improving teacher education had merit. They saw that what had been accomplished by the Georgia Council on Teacher Education was made possible by the participation of representatives from many colleges and public schools.

The follow-up reports of this clinic showed that great interest was created in teacher education problems, especially in state commissions. As stated by Haskew:

. . . the delegates seemed to think they had got specific ideas they could use -- more than sixty unsolicited letters from participants said this. Then, in seven states at least, new or revamped councils (commissions) on teacher education came into being.<sup>2</sup>

Plans for establishing the Commission.--As a result of attendance at the Georgia Clinic, representatives of the O.E.A. committee, the State Board of Education committee, and the joint committees of the University of Oklahoma and

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<sup>1</sup>L. D. Haskew, The Educational Clinic (Washington D. C.: American Council on Education, 1949), p. 2.

<sup>2</sup>Ibid., p. 7.

Oklahoma A. and M. met to consider plans for improving teacher education in Oklahoma.

From this meeting came the request to call together representatives of the profession to explore what would be necessary to set up a teacher education council or commission to work on long-term teacher education problems in the state. This meeting was held on February 12, 1947. By formal action of this group, recommendations were made that the State Department of Education and the O.E.A. accept cooperative responsibility for the creation of a commission or coordinating body on teacher education for the purpose of:

1. Offering counsel and advice to the State Department of Education on policies and practices for immediate action.
2. Studying, planning and recommending programs for teacher education on a continuous basis.<sup>1</sup>

#### Organization of the Commission

With the plans formulated and approval given for the Commission, the Superintendent of Public Instruction and the Executive Secretary of the Oklahoma Education Association, together with a five-member committee met to choose the members of the commission. Seventeen members were chosen to serve on the Oklahoma Commission on Teacher Education and Certification. The first meeting of this newly organized

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<sup>1</sup>Curry, op. cit., p. 19.

Commission was held on February 26, 1947.

The Commission met again on March 17, 1947 and authorized the creation of the Oklahoma Teacher Education Council. A constitution for the Commission finally evolved and was adopted on March 14, 1949. (This constitution was revised in 1953).<sup>1</sup>

### The Work of the Commission

The sponsoring bodies for the Commission are the Oklahoma Education Association and the State Department of Education. The purposes of the Commission as shown in its constitution are:

To encourage and coordinate the voluntary efforts of all agencies interested in the improvement of teacher education in Oklahoma; and, to act as advisory body to the State Department of Education, the State Board of Education, the public schools of the state, and the Oklahoma institutions of higher education concerned with the education of teachers in matters pertaining to the recruitment, selection, pre-service education, certification, and in-service education of teachers.<sup>2</sup>

In the effort to improve teacher education and certification, the Commission set out to accomplish two objectives:

1. To help set up new certificate regulations for teachers.
2. To help improve the education of teachers by evaluating Oklahoma teacher-training institutions and programs.

The first of these objectives was reached after three

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<sup>1</sup>See Appendix I.

<sup>2</sup>Oklahoma Commission on Teacher Education and Certification, Revised Constitution as adopted April 8, 1952.

years of cooperative effort, and new certification standards were adopted by the State Department of Education to become effective July 1, 1953.

The State Board of Education, on November 3, 1949, requested the Commission to continue the state-wide cooperative effort to improve teacher education and certification.

#### Development of the Program for Improving Teacher Education

The second objective of the Oklahoma Commission on Teacher Education and Certification was the evaluation of colleges and universities preparing teachers. This required the development of criteria by which these institutions and their teacher education programs were to be evaluated.

Two committees were established by the Commission to develop the required criteria. These were the Committee on Standards for the Preparation of Educational Administrators and the Committee on Teacher Education Programs. These committees were authorized to:

1. Develop procedures by which teacher education programs and the programs for the preparation of educational administrators submitted by colleges and universities in Oklahoma shall be presented for approval by the State Board of Education.
2. Develop standards or criteria for the evaluation of programs submitted for approval.
3. Develop a continuous program of cooperative planning and action for improvement of such programs.<sup>1</sup>

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<sup>1</sup>Curry, op. cit., p. 19.

Work of Committee on Standards for the Preparation  
of Educational Administrators

An important conference of the Committee on Standards for the Preparation of Educational Administrators was held at Stillwater on February 9, 1950. Present were representatives from the public schools, the University of Oklahoma, Oklahoma A. and M. College, Phillips University, the University of Tulsa, and several members of the Oklahoma Commission on Teacher Education and Certification. The general purposes of the conference were:

1. To consider the problems envisaged in carrying out regulations concerning the certification of administrators to become effective July 1, 1950.
2. To share in further interpretation of those regulations.
3. To gain further understandings concerning the responsibilities of the institutions and the agencies involved.<sup>1</sup>

Among other things, it was agreed that the following steps be recommended to the Commission:

1. Criteria for the approval of programs by the State Board of Education should be developed cooperatively.
2. A committee should be established for developing proposed criteria.<sup>2</sup>

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<sup>1</sup>Oklahoma State Department of Education, The Evaluation of Teacher Education in Oklahoma Colleges and Universities, A Report of Plans and Procedures Adopted by the State Board of Education, February 19, 1952, (Oklahoma City: Issued by the Division of Teacher Education and Certification March, 1952), p.2.

<sup>2</sup>Ibid.

Following these recommendations, a committee was established consisting of nine members representing the colleges and universities, the various organized school administrative groups, and the Commission.

The Committee on Standards for the Preparation of Educational Administrators filed its report, "Guides to Analysis and Appraisal of Programs for the Preparation of Educational Administrators" with the Commission on June 22, 1951.

The program of the Committee on Standards for the Preparation of Educational Administrators was designed to improve attitudes of administrators, and to increase their understanding and skill in educational leadership. The committee suggested that institutions preparing these administrators utilize initiative and resourcefulness in carrying out research and experimentation to improve educational administration. The committee also felt that the Guides and criteria adopted and applied by the State Board of Education should serve to insure necessary minimums and to stimulate and point the direction for continued improvement of the quality of preparation for administrative leadership.

#### Work of the Committee on Teacher Education Programs

The Committee on Teacher Education Programs was guided in its work by a "point of view" which includes the following:

1. We believe that the quality of teacher education

in every teacher preparing college or university in Oklahoma can be improved.

2. We believe that teacher education is a function of the whole college or university.
3. We believe that teacher education programs should be judged in terms of experiences provided for personal growth and development of professional competencies.<sup>1</sup>

#### State-Wide Work Conference on Criteria

On December 15 and 16, 1950, representatives of the colleges and universities of the state met in Oklahoma City to share experiences and offer suggestions to the Committee on Teacher Education Programs for a program of continuous, cooperative planning and action. As an outgrowth of the conference, a statement of suggested steps for further activity on local campuses was prepared. The statement was subsequently approved by the Commission on Teacher Education and Certification and distributed to the colleges and universities of the state.

In order to provide more widespread participation in the development of criteria for evaluating teacher education, the Committee on Teacher Education Programs, with the approval of the Commission, sponsored a state-wide "Work Conference on Criteria for the Approval of Teacher Education Programs". This conference was held at Norman, Oklahoma, April 30 and May 1, 1951.<sup>2</sup>

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<sup>1</sup>Ibid., p. 3.

<sup>2</sup>Ibid., p. 4.



Purpose of the conference.--The purpose of the work conference was to develop criteria for the evaluation of teacher education programs in Oklahoma. One-hundred sixteen representatives of Oklahoma colleges and universities, elementary, and secondary schools participated in the conference. Among these representatives, nine work-study groups were formed. Each group, through its recorder, submitted proposals to be considered in the development of the criteria. These proposals were later distributed to hundreds of professional educators throughout the state. Many recommendations and suggestions were received from those to whom the conference proposals were sent.

#### Guides to Analysis and Appraisal

The Oklahoma Commission on Teacher Education and Certification used the proposals from the nine work-study groups and the suggestions from educators in the field in preparing the final draft of the evaluative criteria recommended to the State Board of Education.

The title "Guides to Analysis and Appraisal" had been used as the title of the report submitted by the Committee on Standards for the Preparation of Educational Administrators. This title was adopted for the criteria and the forms that were to serve as guides for the total evaluation program.

#### Purpose of the Guides to Analysis and Appraisal.--

The "Guides to Analysis and Appraisal of Programs" had two

major purposes. The first purpose was to encourage participation of faculty members within the institution in a cooperative study and analysis of all aspects of their program for the preparation of teachers. The second purpose was to serve as a focus of study for assembling and organizing data showing the extent to which each program is accomplishing the objectives as set forth in the criteria.<sup>1</sup>

The self-evaluation findings were organized and presented to the Oklahoma Commission on Teacher Education and Certification. The findings of each institution served as the basis for later evaluation by a visiting committee representing the Oklahoma Commission on Teacher Education and Certification.

Evaluation by the visiting committees followed soon after the completion of institutional self-evaluation. After the visiting committee had studied the self-evaluation reports, joint meetings were held with the self-evaluation committees for clarification and interpretation of the findings of the self-study.

The Guides to Analysis and Appraisal forms provided the same instrument for the self-evaluation and the visiting committee evaluation of institutions, and assumed an importance that justified the great amount of work and planning done at the Norman Conference.

The proposals made by the representatives at the

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<sup>1</sup>Oklahoma State Department of Education, op. cit., p. 6.

Norman Conference formed the criteria of the Guides to Analysis and Appraisal Forms, and also resulted in procedures for applying the criteria. The proposals made by these groups to the Board of Education provided the basic structure necessary for putting into action the program of cooperative evaluation.

### Organization of the Guides to Analysis and Appraisal Forms

The Guides to Analysis and Appraisal Forms<sup>1</sup> were divided into two main parts. The first part provided the criteria for evaluating the internal organization and administration of the institution. The second part provided the criteria for evaluating certificate programs.

The first part of the Guides to Analysis and Appraisal was composed of five major sections:

1. Section II: Administrative Organization
2. Section III: Finances, Resources, and Facilities
3. Section IV: Provisions for Staff Personnel
4. Section V: Student Personnel Services
5. Section VII: Off-Campus Services

The second part of the Guides to Analysis and Appraisal was divided into three sections. One of these sections was divided into three separate divisions:

1. Section I: The Objectives of the Program
2. Section VI-A: Development of the Program

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<sup>1</sup>See Appendix VII.

3. Section VI-B: (a) General Education  
(b) Specialized Education  
(c) Professional Education

### Self-Evaluation of Institutions

#### Principles of Institutional Evaluation

Evaluating in terms of purposes.--Responsibility for declaring its purposes rests with each institution. It is assumed that declared objectives are in accordance with the accepted patterns of higher education, that they are stated comprehensively, and that the institution fosters conditions for their realization. An accrediting group examines an institution in the light of its purposes and the degree to which these purposes are followed and attained.

Formulating and stating objectives.--The North Central Accrediting Association has suggested four guides for formulating and stating objectives. These are: Clearness of conception, scope, acceptance by the faculty, and relation to activity.<sup>1</sup> One principle of general implication, and one that the Oklahoma Commission on Teacher Education and Certification stressed throughout their program, was to encourage experimentation and to recognize the individuality of institutions. The North Central Association sums up this principle:

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<sup>1</sup>George F. Zook and M. E. Haggerty, The Evaluation of Higher Institutions (Chicago: University of Chicago Press, 1936), p. 107.

In its accrediting procedures the Association intends to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative curriculum, effective administration, standards of student accomplishment, and financial adequacy. It is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average . . . conditions may occur without perceptibly detracting from the essential worth of an institution. Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary, but undesirable. Well conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged.<sup>1</sup>

Many institutions feel that such differences are important. No accrediting agency should be responsible, either directly or indirectly, for destroying them.

The purposes of any institution are reflected in the objectives that have been established. Such objectives are of two types:

1. Those governing the total institution.
2. Those guiding divisions or departments within the institution.

The institutional objectives influence the various schools, departments, or college divisions. This is especially true in multi-purpose institutions.

#### Planning for Institutional Evaluation

Basis for self-evaluation.---Self-evaluation will have some advantages over evaluation made solely by outside

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<sup>1</sup>Ibid.

agencies. Some possible advantages of a program of institutional self-evaluation are:

1. Being locally initiated and managed, such a program of institutional self-evaluation can be readily adapted to local conditions.
2. If properly conceived and implemented, it involves the defining and appraising of quality by all of persons (faculty, students, cooperating agencies) responsible for the total educational program.
3. Since the primary purpose of evaluation is that of promoting improvements and since improvements can only be made by persons immediately responsible for local conditions, institutional self-evaluation reveals defects to those in a position to remove defects; it underlines strengths for those who must build upon those strengths.
4. The type of institutional self-evaluation suggested by this "Guide" inevitably presupposes a high degree of inter and intra-departmental collaboration. The attitudes and habits of cooperation thus developed may well be transferred to the action program and constitute one of the most important outcomes of the self-evaluation process.<sup>1</sup>

Two important concepts should be understood prior to self-evaluation of an institution. First, institutional purpose, responsibility, and opportunity for service may provide guides for judging the program and evaluating its effectiveness. Second, broad participation in the self-evaluation process is essential.

Organizing the institution for self-evaluation.--The Oklahoma Commission on Teacher Education and Certification

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<sup>1</sup>Board of Control for Southern Regional Education, Improving Graduate Education: A Guide to Institutional Self-Evaluation (Atlanta, Georgia: Board of Control for Southern Regional Education, 1951), p. 8.

recognized the importance of flexibility in the organizational structure and procedures adopted by each institution. The "Report of Plans and Procedures" bulletin given to each institution prior to self-evaluation stated:

It is imperative that each institution set up such organization as may be necessary to identify and define the elements of sound teacher education programs.

It is assumed that each institution will accept responsibility and submit evidence in keeping with the spirit and direction of the suggestions for self-evaluation. It is assumed further that the State Board of Education, in evaluating and approving each certificate program, will recognize and encourage the freedom and flexibility in this approach.<sup>1</sup>

Such considerations for flexible organization include:

1. Individual departments or interdepartmental divisions, in most of the larger institutions at least, will probably be the units immediately responsible for gathering most of the basic data and for the most intensive evaluation of specific programs.
2. Every member of the faculty and administration who is concerned with . . . education should participate actively in the study, and other groups need to be represented--for example, students and lay people.
3. Channels of communication among administrative levels and parts of the institution should be kept free, clear and in use.
4. Each part of the institution should have responsibilities in the study. However, the structure should provide means by which all parts can operate within the total study, using a common framework and drawing departmental results into overall evaluations and recommendations for the whole institution.<sup>2</sup>

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<sup>1</sup>Oklahoma State Department of Education, op. cit., p.5.

<sup>2</sup>Board of Control for Southern Regional Education, op. cit., p. 12.

With these and other considerations in mind, each institution felt free to develop the organizational structure and procedures best adapted to its own situation.

Framework of organization for self-evaluation.--At least three groups within a teacher training institution are concerned with the organization necessary for self-evaluation. These groups are:

1. Administrative heads of departments, schools, and colleges.
2. Faculty members dealing with general education courses.
3. Faculty members in professional and specialized education.

Bringing these groups together to discuss organizational questions should tend to result in their understanding the purposes of the evaluation and the need for designating responsibilities. Setting up committees may both expedite and simplify the procedure.

Institutional organization for the self-evaluation phase of the Oklahoma evaluation program was one of the concerns of the Commission. During a meeting of the Advisory Committee on September 13, 1952, problems and questions arose related to the visitation programs. The first question raised was, "How shall an institution organize for the self-evaluation study?"<sup>1</sup>

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<sup>1</sup>Minutes of the Advisory Committee on Evaluation of Teacher Education Programs, Prepared by the Oklahoma Commission on Teacher Education (Oklahoma City: September 13, 1952).



Suggested approaches and procedures.--At this meeting of the Advisory Committee were representatives of various institutions who explained how they were organizing and conducting the self-study program on their campuses. A number of approaches and procedures had been carried out, and most included the following basic pattern:

1. The president and the administrative council had met to form plans for institution-wide organization.
2. At a general faculty meeting announcements had been made of the self-evaluation study and the evaluation by visiting committees representing the Oklahoma Commission on Teacher Education and Certification which would follow the self-study.
3. A type of central steering committee had been given the responsibility for drawing together departmental results and for developing policies of institution-wide evaluation.
4. Some institutions had set up small problem committees made up of representatives from various departments to summarize findings and formulate recommendations on institution-wide problems.
5. Committees had been assigned to evaluate and to give ratings to each of the certificate programs.
6. Some institutions had held institution-wide work conferences to discuss and modify the reports and recommendations of the various committees within the institution.
7. Special committees had been appointed to give further and more detailed study to the problems for which no satisfactory solution had been found during the self-evaluation study.

Reporting self-evaluation findings.--In order to determine the extent of the qualitative and quantitative aspects of each certificate program and to furnish evidence in support of the evaluation made by the various groups in the

college, written data were organized and presented to the Commission on Teacher Education and Certification. Such written reports generally included the guiding philosophy and objectives for each of the programs.

The completed reports and evaluation forms of the self-evaluations were submitted to the Commission on Teacher Education and Certification for distribution to the members of the visitation groups prior to visitation. This served to give the visiting committee members an opportunity to study the data. The importance that the colleges and universities attached to such reports is shown by the great quantity of information submitted to the commission and the intensive analysis made of each section of the evaluation forms. Several thousands of pages were submitted by the seventeen colleges and universities to the Commission.

The written reports served as references in support of ratings given to specific items on the Guides to Analysis and Appraisal forms. In most reports the supporting data were clearly organized and systematically identified with each item of the Guides to Analysis and Appraisal.

#### Planning for Evaluation of Institutions by Visiting Committees

##### The Advisory Committee

In order to carry out the planning for the evaluation of the seventeen institutions by visiting committees, the

State Board of Education established the Advisory Committee on Evaluation of Teacher Education Programs.<sup>1</sup> The Advisory Committee was composed of ten members selected from a pool<sup>2</sup> representing teacher training institutions in the state. The pool from which the Advisory Committee members were selected later provided members for the visiting committees evaluating teacher education institutions. Members of the pool were representative of the following educational groups:

Oklahoma Association of School Administrators  
 Department of Elementary School Administrators, O.E.A.  
 Secondary School Principals Association, O.E.A.  
 Department of Classroom Teachers, O.E.A.  
 Rural Teachers Association  
 Oklahoma Association of Negro Teachers  
 State Department of Education<sup>3</sup>

The Advisory Committee membership was composed as follows:

1. Two from the more complex and multiple-type state-owned institutions.
2. Three from the other state-owned institutions.
3. One from the private and church-related institutions.
4. Three from the above-named professional organizations.
5. One from the State Department of Education.<sup>4</sup>

<sup>1</sup>See Appendix III.

<sup>2</sup>See Appendix IV.

<sup>3</sup>Oklahoma State Department of Education, op. cit., pp. 8 and 9.

<sup>4</sup>Ibid.

The ten members of the Advisory Committee were appointed for the following terms of membership:

1. Four for a term of one year.
2. Three for a term of two years.
3. Three for a term of three years.
4. Except as designated above, the term of membership was to be for three years.<sup>1</sup>

Duties of the Advisory Committee.--The duties of the Advisory Committee on Evaluation of Teacher Education Programs as outlined by the State Board were:

1. To appoint necessary visiting committees.
2. To coordinate the work of visiting committees.
3. To transmit the reports of visiting committees to the State Board of Education.
4. To carry on a continuous evaluation of materials and procedures employed by the State Board of Education in approving or disapproving teacher education programs.
5. To recommend procedures for evaluating certificate applications based on work done in out-of-state colleges.<sup>2</sup>

The State Department of Education delegated to the Advisory Committee the responsibility of establishing procedures for carrying out the institutional evaluation program.

Some problems of the Advisory Committee.--A number of problems faced the Advisory Committee in forming plans and procedures for evaluation of institutions by the visiting

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<sup>1</sup>Ibid., pp. 9 and 10.

<sup>2</sup>Ibid.

committees. The solution to these problems formed the bulk of the work of this committee. Such problems centered on the selection of members for visiting committees, sizes of committees for different institutions, scheduling for visitation to the seventeen institutions, scheduling at the time of visitation, financial arrangements for each visiting committee and accommodations for the committees while at the institution, and the methods of evaluating and reporting results of the visiting committees.<sup>1</sup>

The problem of filling a vacancy or the temporary absence of a member of a visiting committee was solved by the recommendation of the Advisory Committee that ". . . the institution or organization from which the member comes be requested to supply a substitute or alternate, whichever the case may be".<sup>2</sup> This problem arose many times during the evaluation program.

Selection of visiting committees.--Since the pool from which the visiting committee members were to be selected had already been determined, the main work of the Advisory Committee at its first meetings was to choose the members of the visiting committees for the various institutions and to determine the work of the groups as they carried out the evaluations.

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<sup>1</sup>"Minutes of the Advisory Committee on Evaluation of Teacher Education Programs, Prepared by the Oklahoma Commission on Teacher Education" (Oklahoma City: May 10, 1952).

<sup>2</sup>"Minutes of the Advisory Committee", July 19, 1952.

The following factors were considered in selecting visiting committees:

1. The size and type of the institution to be visited.
2. The number of certificate programs offered by the institution.
3. If possible, each member of the pool should serve on at least one visiting committee. Each institution should be represented in the visitation program.
4. The proposed list of visiting committee members should be sent to the institution concerned for approval.
5. Previous experience as a member of a visiting committee or experience as an observer of the visitation process would be considered desirable for all committee members. At least one-half of the members of each committee should have had previous experience.
6. Representatives of elementary and/or secondary schools should serve on all visiting committees with at least one of these representatives being from the area served by the institution.<sup>1</sup>

In order to provide experience in an actual visitation situation for at least one member of each of the committees as stated in 6 above, the Advisory Committee set up an orientation program for all prospective chairmen of visiting committees. This program was held during the first institutional evaluation, at Southwestern State College in Weatherford. The prospective chairmen served as observers. These chairmen later helped to guide the members in their own visiting committees.

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<sup>1</sup>"Minutes of the Advisory Committee", June 14, 1952.

The visiting committees,<sup>1</sup> serving as representatives of the Oklahoma Commission on Teacher Education and Certification and the State Board of Education, were given the responsibility of carrying out the actual programs of evaluation at each of the seventeen teacher training institutions in the state. They were authorized to recommend to the State Board of Education the type of approval of certificate programs for each of the institutions visited.

### Pre-Visitation Planning

Each teacher training institution was required to file an application for evaluation<sup>2</sup> with the State Board of Education at least fifteen days before the date set for the evaluation by the visiting committee. This period was afforded in order to allow the committee the opportunity to study the reports of the institution before visitation.

After the institution's application and the tentative date set for visitation had been approved, the names and present positions held by the members of the visiting committee were sent to the institution. Members of the visiting committee were also notified of their assignment. Members of each visiting committee received copies of Sections I and VI-A and VI-B of the "Guides to Analysis and Appraisal" filled out for each curriculum program of the institution they were to visit and evaluate.

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<sup>1</sup>See Appendix IV.

<sup>2</sup>See Appendix V.

An instruction sheet<sup>1</sup> was given to committee members prior to the visitation. The instructions encouraged careful reviewing of the self-evaluation findings of the institution to be visited. General suggestions relative to use of tact in expressing opinions, interviewing techniques to be used and avoided, efficient use of time, and keeping confidential information confined to the committee were included in the instruction sheet.

Pre-visitation planning by institutions.--Some planning was done by various institutions in preparation for the visitation. Arrangements were made for lodging and meals. A special dinner meeting of the faculty and committee, and secretarial help for the visitors. The State Department of Education paid for the cost of lodging when the institution was unable to provide satisfactory accommodations.

Each institution interrupted its regular faculty schedule in order to facilitate the meeting of committee members with faculty members and groups.

As an aid to the visiting committees a "suggested schedule" was set up by the Advisory Committee. Variations were made as needed at the various institutions. An average of three and one-half days was spent at each institution by each visiting committee.

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<sup>1</sup>See Appendix VI.



## CHAPTER III

### SOURCES AND TREATMENT OF DATA

#### Sources of Data for This Study

The data used in this study were obtained from two major sources: (1) The seventeen institutional self-evaluation reports, and (2) the Reports of Findings and Recommendations of the seventeen visiting committees representing the Oklahoma Commission on Teacher Education and Certification.

The Guides to Analysis and Appraisal provided the same instrument for the evaluation of institutions by both the self-evaluation committees and the visiting committees. However, the findings of both evaluation groups were reported in a different manner. The self-evaluation committees reported their findings by a rating scale listed on the Guides to Analysis and Appraisal forms. The visiting committees reported their findings by written statements indicating conditions of strength and weakness found in the institutions.

The writer tabulated only the data in sections of the self-evaluation reports concerned with organization and administration of institutions. These sections were:

Section II: Administrative Organization  
Section III: Finances, Resources, and Facilities  
Section IV: Provisions for Staff Personnel

Section V: Student Personnel Services  
Section VII: Off-Campus Services

The writer tabulated the data concerning the organization and administration of institutions and also the data concerning certificate programs from the visiting committee reports.

In order to provide a common basis for tabulating the findings of the evaluation program, it was necessary to treat the data from both evaluation groups in the same manner. This was done by determining strengths and weaknesses indicated in the evaluation reports of both groups.

Treatment of the Self-Evaluation Data

The reports of findings of the self-evaluation committees were entered on the Guides to Analysis and Appraisal forms supplied to the institutions for this purpose by the Commission on Teacher Education and Certification. The self-evaluation committees within each institution gave ratings to the items on these forms. The ratings denoted the degree to which the conditions stated in each item were found present in the institution. The following scale was used for rating each item:

- N - Does not apply to this institution
- 0 - Not present in this institution
- 1 - Present to a limited degree
- 2 - Present to a large degree
- 3 - Present in a full degree
- 4 - Present in a degree beyond that expressed

The following procedures were used to determine

strengths and weaknesses from the self-evaluation ratings given to items of the Guides to Analysis and Appraisal.

1. Ratings of "2", "3", or "4" given to items indicated that the conditions stated were present "to a large degree", "in a full degree", or "in a degree beyond that expressed". Items receiving any of these three ratings were considered strengths.
2. Ratings of "1", or "0" given to items indicated that the conditions stated were present "to a limited degree", or were "not present" in this institution". Items receiving either of these two ratings were considered weaknesses.
3. Ratings of "N" given to items indicated that the conditions stated "did not apply to the institution". Items receiving this rating were not considered as either strengths or weaknesses and were tabulated as not reported.
4. Items in which no rating was given were tabulated as not reported.
5. In three items the response was "Yes" or "No". Responses of "Yes" were considered strengths while responses of "No" were considered weaknesses due to the nature of the statements of the item.

Tabulation of responses for each item.--The number of times each item was considered a strength, a weakness, or was not reported was determined by the ratings given to each item by all seventeen self-evaluation committees. The tabulated data showing the ratings given to each item by all institutions and the number and per cent of strengths and weaknesses indicated are shown in Chapter IV.

Tabulation of responses for each section.--The tabulation of data showing the total number and per cent of strengths and weaknesses for each section of the Guides to Analysis and Appraisal was made for all institutions. The

self-evaluation data for each section are presented in Chapter VI together with the corresponding data tabulated from the visiting committee reports. These data are presented together in order to show the relationship of the two parts of the total evaluation program.

Tabulation of responses for each institution.--The data showing the strengths and weaknesses for each institution were tabulated according to the number and per cent of items in each section given ratings considered as strengths, weaknesses, and not reported in each institution. The self-evaluation data for each institution are presented in Chapter VI together with the data tabulated from the visiting committee evaluation of each institution. The data from these two groups were presented together in order to show a total appraisal of each institution.

#### Treatment of the Visiting Committee Data

The visiting committees wrote reports of their findings upon completion of the evaluations of the seventeen institutions. The reports were written in two major parts:

1. Statements of findings were written under sectional headings of the Guides to Analysis and Appraisal dealing with organization and administration of institutions.
2. Recommendations were made for approval of certificate programs and for improving conditions affecting programs not recommended for full approval.

Visiting Committee Data on Organization and  
Administration of Institutions

In all visiting committee reports, the statements of findings referred to conditions that were commended and to conditions that were criticized as needing improvement. The commendations stated in the reports were considered strengths, and the criticisms were considered weaknesses by the writer.

In order to tabulate the data from all of the seventeen visiting committee reports, it was necessary to identify the statements of strengths and weaknesses with the items of the Guides to Analysis and Appraisal. Only those statements that could be specifically identified with items of the Guides to Analysis and Appraisal were tabulated.

The following procedures were used for identifying statements of strengths and weaknesses in the reports with items of the Guides to Analysis and Appraisal:

1. Copies of the Guides to Analysis and Appraisal were used as check sheets.
2. Statements in each committee report that were identified with the items of the Guides to Analysis and Appraisal were checked as strengths or weaknesses opposite the items with which they were identified. This procedure was carried out for all of the five sections in each report.
3. After strengths and weaknesses were recorded from the statements in each of the seventeen reports, the items found not checked as either strengths or weaknesses were checked as "not reported".

Tabulation of reports made for each item.--The number and per cent of times items were reported as strengths, weaknesses and were not reported for all institutions are shown in Chapter V.

Tabulation of reports made for each section.--The tabulation of data showing the total number and per cent of strengths and weaknesses for each section for all institutions were determined from the tabulated data of items in each section. These data are presented together with the self-evaluation data in Chapter VI.

Tabulation of reports made for each institution.--The data showing the strengths and weaknesses of each institution were tabulated according to the number and per cent of items in each section reported as strengths, weaknesses, or as not reported for each institution. The data for each institution were presented in Chapter VI together with the corresponding self-evaluation data.

Procedures and data approved by the State Department of Education.--Data tabulated from the visiting committee reports and shown on the check sheets used by the writer in identifying statements with items of the Guides to Analysis and Appraisal were submitted to the State Department of Education for approval.<sup>1</sup> This was done in order to justify the procedures followed and to determine the accuracy of the strengths and weaknesses tabulated from statements in the visiting committees' reports. Three members of the State Department of Education, including the Secretary of the Oklahoma Commission on Teacher Education and Certification, approved the procedures followed and the data tabulated.

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<sup>1</sup>See Appendix VIII.

Visiting Committee Data on  
Certificate Programs

The visiting committees recommended unqualified approval; qualified approval for one, two, or three years; or disapproval for each certificate program examined in the seventeen institutions. They also made recommendations for improving conditions affecting programs given qualified approval or disapproval.

The tabulated data on certificate programs were organized according to (1) the type of approvals given to each certificate program examined, (2) the approvals given to certificate programs in each institution, and (3) the conditions affecting qualified or disapproved programs.

Approvals given to each certificate program.--The data showing the approvals given to each certificate program were treated in the following manner:

1. The number of times each certificate program was examined for all institutions offering the certificate program was tabulated.
2. The number and per cent of the programs examined given unqualified approval, qualified approval, and disapproval were tabulated.
3. Conditions causing the qualified approval or disapproval of each certificate program were listed under each program.
4. Certificate programs were listed in order of frequency according to the types of approval given.

Approval of certificate programs in each institution.--

The type of approval given to each certificate program in each institution was taken from the visiting committee

reports and treated in the following manner:

1. Each program offered by each institution was listed.
2. Each program was identified according to the type of approval given.

Conditions affecting qualified or disapproved programs.--

Conditions affecting certificate programs given qualified approval or disapproval were taken from the conditions listed for each certificate program receiving either of these types of approval in each visiting committee report. These conditions were treated in the following manner:

1. The conditions affecting qualified or disapproved programs were grouped into the following nine major areas: Student teaching, course and program improvement, personnel, general education, professional education, specialized education, basic certification requirements, facilities and equipment, and inter-departmental cooperation and coordination.
2. The conditions affecting all certificate programs were listed in order of frequency of mention.



## CHAPTER IV

### RESULTS OF THE SELF-EVALUATION ON ORGANIZATION AND ADMINISTRATION OF INSTITUTIONS FOR TEACHER EDUCATION

#### Summary and Analysis of the Seventeen Self-Evaluation Reports

The purposes of this phase of the study are (1) to show the degree to which conditions stated in each item of the Guides to Analysis and Appraisal were found present in all seventeen institutions according to the ratings given by the self-evaluation committees, and (2) to show the strengths and weaknesses of each item determined by the ratings given by the seventeen self-evaluation committees.

#### Tables Showing Ratings and Appraisals

The ratings given to items of the Guides to Analysis and Appraisal are shown in the following Tables:

Tables 1 to 11. Items under Section II: Administrative Organization.

Tables 13 to 27. Items under Section III: Finances, Resources, and Facilities.

Tables 29 to 47. Items under Section IV: Provisions for Staff Personnel.

Tables 49 to 65. Items under Section V: Student Personnel Services.

Tables 67 to 73. Items under Section VII: Off-Campus Services.

The total appraisals for sections are shown in the following tables:

Table 12. Section II: Administrative Organization.

Table 28. Section III: Finances, Resources, and Facilities.

Table 48. Section IV: Provisions for Staff Personnel.

Table 66. Section V: Student Personnel Services.

Table 74. Section VII: Off-Campus Services.

Strengths and Weaknesses Indicated by the Ratings Given  
to Each Item by the Self-Evaluation Committees  
For Section II: Administrative Organization

IS THE INTERNAL ORGANIZATION OF THE INSTITUTION SUCH THAT (1) ADMINISTRATIVE RESPONSIBILITY FOR TEACHER EDUCATION IS DEFINITELY DESIGNATED AND (2) PROVISIONS ARE MADE FOR INSTITUTION-WIDE COOPERATION IN DEVELOPING TEACHER EDUCATION PROGRAMS

TABLE 1

Item 1. Teacher education is recognized as a major function of the college or university

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	4
3 .....	13
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength. None considered it a weakness.

Thirteen reported it present in a full degree; four reported it present to a large degree.

TABLE 2

Item 2. Administrative responsibility for teacher education is definitely designated

Response	Institutions- Frequency
Yes .....	16
No .....	--
Not reported .....	1

Sixteen institutions, or 94.1 per cent, considered this item a strength with a "yes" response. None considered

it a weakness. One, or 5.9 per cent, did not report this item.

TABLE 3

Item 3. The responsible administrative officer  
has authority commensurate with assigned  
responsibilities

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	--
3 .....	17
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength.

All seventeen institutions reported it present in full degree.

TABLE 4

Item 4. The responsible administrative officer  
is selected in terms of characteristics and  
competencies required to carry on the program

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	1
3 .....	15
4 .....	1

Seventeen institutions, or 100 per cent, considered this item a strength.

One reported it present in a degree beyond that

expressed; fifteen reported it present in a full degree; one reported it present to a large degree.

TABLE 5

Item 5. The organization provides for recommendation of applicants for certification by the administrative officer who has clearly defined responsibility for teacher education

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	3
3 .....	14
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength.

Fourteen reported it present in a full degree; three reported it present to a large degree.

TABLE 6

Item 6. Such administrative official secures the advice and counsel of those who have worked with the applicant concerning his fitness for certification

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	4
3 .....	13
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength.

Thirteen reported it present to a full degree; four reported it present to a large degree.

TABLE 7

Item 7. Policies and practices relating to the recommendation of applicants for certification are consistent with the objectives of each program

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	7
3 .....	10
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength.

Ten reported it present in a full degree; seven reported it present to a large degree.

TABLE 8

Item 8. The organization encourages and facilitates wide-spread cooperation within the institution in developing policies relative to teacher education

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	1
3 .....	14
4 .....	--

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

Fourteen reported it present in a full degree; one reported it present to a large degree. Two reported it present to a limited degree.

TABLE 9

Item 9. The internal organization provides for coordination of all aspects of the program

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	3
2 .....	7
3 .....	7
4 .....	--

Fourteen institutions, or 82.4 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness.

Seven reported it present in a full degree; seven reported it present to a large degree. Three reported it present to a limited degree.

TABLE 10

Item 10. The organization provides a department, school, division or college qualified to offer a program leading to a degree in education

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	2
3 .....	14
4 .....	--

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Fourteen reported it present in a full degree; two reported it present to a large degree; one reported it present to a limited degree.

TABLE 11

Item 11. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of all aspects of the institutions internal organization for teacher training

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	3
2 .....	4
3 .....	10
4 .....	--

Fourteen institutions, or 82.4 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness.

Ten reported it present in full degree; four reported it present to a large degree. Three reported it present to a limited degree.



Total Appraisal for Administrative  
Organization

TABLE 12

## SECTION II: ADMINISTRATIVE ORGANIZATION

Scale	Seventeen Institutions- Total Frequency
N .....	--
0 .....	--
1 .....	9
2 .....	33
3 .....	127
4 .....	1
Yes .....	16
No .....	--
Not reported .....	1
Total .....	187

Of a possible one hundred eighty-seven reports for this section, one hundred seventy-seven, or 94.7 per cent, were considered strengths. Nine, or 4.8 per cent, were considered weaknesses. One, or .5 per cent, was not reported.

One report indicated items present in a degree beyond that expressed; one hundred twenty-seven reports indicated items present in full degree; thirty-three reports indicated items present to a large degree. Sixteen reports indicated strengths for items with a "yes" response.

Nine reports indicated items present to a limited degree. Items were not reported one time. A response of "no" was not given.

Strengths and Weaknesses Indicated by the Ratings Given  
To Each Item by the Self-Evaluation Committees for  
Section III: Finances, Resources, and Facilities

ARE ADEQUATE FINANCES, RESOURCES, AND FACILITIES  
 PROVIDED FOR EFFECTIVE TEACHER EDUCATION PROGRAMS

TABLE 13

Item 1. Budgeting of finances on substantiated  
 needs of all aspects of the program

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	7
3 .....	8
4 .....	--

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

Eight reported it present in full degree; seven reported it present to a large degree. Two reported it present to a limited degree.

TABLE 14

Item 2. The financial support of teacher educa-  
 tion compares favorably with that provided  
 for other professional education on the  
 campus

Scale	Institutions- Frequency
N .....	3
0 .....	--
1 .....	1
2 .....	2
3 .....	11
4 .....	--

Thirteen institutions, or 76.5 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness. Three, or 17.6 per cent, considered it as not applying to their institution.

Eleven reported it present in full degree; two reported it present to a large degree. One reported it as present to a limited degree.

TABLE 15

Item 3. Salaries for staff personnel engaged in teacher education are comparable to the salaries paid to personnel in other divisions

Scale	Institutions- Frequency
N .....	4
0 .....	--
1 .....	1
2 .....	2
3 .....	10
4 .....	--

Twelve institutions, or 70.6 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Ten reported it present in a full degree; two reported it present to a large degree. One reported it present to a limited degree.

TABLE 16

Item 4. Financial support of the campus laboratory school enables it to maintain standards comparable to those maintained by the better public schools with respect to: (a) physical plant, (b) equipment, (c) salary schedule

Item 4a. Physical Plant

Scale	Institutions- Frequency
N .....	7
0 .....	1
1 .....	3
2 .....	5
3 .....	1
4 .....	--

Six institutions, or 35.3 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness. Seven, or 41.2 per cent, considered this item as not applying since they did not have a campus laboratory school.

One reported it present in full degree; five reported it present to a large degree. Three reported it present to a limited degree; one reported it not present.

TABLE 17

Item 4b. Equipment

Scale	Institutions- Frequency
N .....	7
0 .....	1
1 .....	2
2 .....	4
3 .....	3
4 .....	--

Seven institutions, or 41.2 per cent, considered

this item a strength. Three, or 17.6 per cent, considered it a weakness. Seven, or 41.2 per cent considered it as not applying.

Three reported it present in full degree; four reported it present to a large degree. Two reported it present to a limited degree; one reported it not present. Seven reported it as not applying.

TABLE 18

Item 4c. Salary Schedule

Scale	Institutions- Frequency
N .....	8
0 .....	1
1 .....	2
2 .....	2
3 .....	4
4 .....	--

Six institutions, or 35.3 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness. Eight, or 41.2 per cent, considered it as not applying.

Four reported it present in full degree; two reported it present to a large degree. Two reported it present to a limited degree; one reported it not present. Eight reported it as not applying.

TABLE 19

Item 5. Library facilities are provided to meet the needs of students and faculty in all aspects of the program

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	5
3 .....	11
4 .....	--

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Eleven reported it present in a full degree; five reported it present to a large degree. One reported it present to a limited degree.

TABLE 20

Item 6. Suitable teaching aids and equipment are provided in terms of the needs of the program.

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	8
3 .....	7
4 .....	--

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it to be a weakness.

Seven reported it present in full degree; eight reported it present to a large degree. Two reported it present to a limited degree.

TABLE 21

Item 7. Suitable space is provided for carrying on the program - (a) classroom, (b) workshop, (c) laboratory, (d) seminar, (e) conference, (f) office

Item 7a. Classroom

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	3
3 .....	14
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength. No weaknesses were reported.

Fourteen reported the item present in full degree; three reported it present to a large degree.

TABLE 22

Item 7b. Workshop

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	5
3 .....	9
4 .....	1

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

One reported the item present in a degree beyond that expressed. Nine reported it present in full degree; five reported it present to a large degree. Two reported it present to a limited degree.

TABLE 23

Item 7c. Laboratory

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	5
3 .....	11
4 .....	--

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Eleven reported it present in full degree; five reported present to a large degree. One reported it present to a limited degree.

TABLE 24

Item 7d. Seminar

Scale	Institutions- Frequency
N .....	1
0 .....	--
1 .....	2
2 .....	4
3 .....	9
4 .....	1

Fourteen institutions, or 82.3 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness. One, or 5.9 per cent considered it as not applying.

One reported this item present in a degree beyond that expressed; nine reported it present to a full degree;



four reported it present to a large degree. Two reported it present to a limited degree. One reported it as not applying.

TABLE 25

Item 7e. Conference

Scale	Institutions Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	5
3 .....	9
4 .....	1

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; nine reported it present in full degree; five reported it present to a large degree. Two reported it present to a limited degree.

TABLE 26

Item 7f. Office

Scale	Institutions Frequency
N .....	---
0 .....	--
1 .....	1
2 .....	7
3 .....	8
4 .....	1

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; eight reported it present to a large degree. Two reported it present to a limited degree.

TABLE 27

Item 8. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of finances, resources, and facilities for teacher education

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	5
3 .....	9
4 .....	1

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; nine reported it present in full degree; five reported it present to a large degree. Two reported it present to a limited degree.

Total Appraisal for Finances, Resources,  
and Facilities

TABLE 28

Section III: Finances, Resources, and Facilities

Scale	Seventeen Institutions- Total Frequency
N .....	30
0 .....	3
1 .....	24
2 .....	69
3 .....	124
4 .....	5

Total .....255

Of a possible two hundred fifty-five reports for this section, ninety-eight, or 77.6 per cent, were considered strengths. Twenty-seven, or 10.6 per cent, were considered weaknesses. Thirty, or 11.8 per cent, were not reported. These data are shown in Table 76.

Five reports indicated items present in a degree beyond that expressed; one hundred twenty-four reports indicated items present to a full degree; sixty-nine indicated items present to a large degree.

Twenty-four reports indicated items present to a limited degree. Three reports indicated items as not present. Thirty reports indicated that certain items did not apply.

Strengths and Weaknesses Indicated by the Ratings Given  
to Each Item by the Self-Evaluation Committees for  
Section IV: Provisions for Staff Personnel

DOES THE INSTITUTION HAVE ADEQUATE PROVISIONS FOR THE  
 SELECTION, RETENTION, AND CONTINUED PROFESSIONAL GROWTH  
 OF PERSONNEL NEEDED TO CARRY ON THE PROGRAM

TABLE 29

Item 1. Faculty members where appropriate to  
 their faculty assignments, are qualified in  
 terms of academic elementary school or second-  
 ary school teaching experience

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	3
3 .....	13
4 .....	1

Seventeen institutions, or 100 per cent, considered  
 this item a strength. None considered it a weakness.

One institution reported this item present in a de-  
 gree beyond that expressed. Thirteen reported it present in  
 full degree; three reported it present to a large degree.

TABLE 30

Item 2. Faculty members are qualified in terms  
 of academic preparation in the fields of special-  
 ization in which they are serving

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	4
3 .....	13
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength. None reported it a weakness.

Thirteen reported it present in a full degree; four reported it present to a large degree.

TABLE 31

Item 3. The institution provides an adequate staff to conduct a comprehensive program of teacher education

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	4
2 .....	8
3 .....	5
4 .....	--

Thirteen institutions, or 76.5 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness.

Five reported it present in a full degree; eight reported it present to a large degree. Four reported it present to a limited degree.

TABLE 32

Item 4. Candidates for faculty positions are selected in terms of personal and professional qualifications for teaching, research and service in teacher education

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	3
3 .....	13
4 .....	--

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Thirteen reported it present in a full degree; three reported it present to a large degree. One reported it present to a limited degree.

TABLE 33

Item 5. Members of the faculty participate in the selection of new staff members

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	4
2 .....	7
3 .....	6
4 .....	--

Thirteen institutions, or 76.5 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness.

Six reported it present in full degree; seven reported it present to a large degree. Four reported it present to a limited degree.

TABLE 34

Item 6. Written policies and consistent practices have been established pertaining to adequacy in (a) salary, (b) tenure, (c) promotion, (d) sabbatical leave, (e) sick leave, (f) retirement of professional staff

Item 6a. Salary

Scale	Institutions- Frequency
N .....	1
0 .....	--
1 .....	6
2 .....	5
3 .....	5
4 .....	--

Ten institutions, or 58.8 per cent, considered this item a strength. Six, or 35.3 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

TABLE 35

Item 6b. Tenure

Scale	Institutions- Frequency
N .....	1
0 .....	--
1 .....	3
2 .....	4
3 .....	9
4 .....	--

Thirteen institutions, or 76.5 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

Nine reported it present in full degree; four reported it present to a large degree. Three reported it present to a limited degree. One reported it as not applying.

TABLE 36

Item 6c. Promotion

Scale	Institutions- Frequency
N .....	1
0 .....	2
1 .....	7
2 .....	1
3 .....	6
4 .....	--

Seven institutions, or 41.2 per cent, considered this item a strength. Nine, or 52.9 per cent, considered it a weakness. One considered it as not applying.

Six reported it present in full degree; one reported it present to a large degree. Two reported it as not present.

TABLE 37

Item 6d. Sabbatical Leave

Scale	Institutions- Frequency
N .....	1
0 .....	3
1 .....	1
2 .....	2
3 .....	9
4 .....	1

Twelve institutions, or 70.6 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

One reported it as present in a degree beyond that expressed; nine reported it present in full degree; two reported it present to a large degree. One reported it present



to a limited degree; three reported it as not present. One reported it as not applying.

TABLE 38

Item 6e. Sick Leave

Scale	Institutions- Frequency
N .....	2
0 .....	2
1 .....	1
2 .....	1
3 .....	11
4 .....	--

Twelve institutions, or 70.6 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness. Two, or 11.8 per cent, considered it as not applying.

Eleven reported it present in full degree; one reported it present to a large degree. One reported it present to a limited degree; two reported it as not present. Two reported it as not applying.

TABLE 39

Item 6f. Retirement of Professional Staff

Scale	Institutions Frequency
N .....	1
0 .....	--
1 .....	--
2 .....	3
3 .....	12
4 .....	1

Sixteen institutions, or 94.1 per cent, considered this item a strength. None considered it a weakness. One,

or 5.9 per cent, considered it as not applying.

One reported it present in a degree beyond that expressed; twelve reported it present in full degree; three reported it present to a large degree. One reported it as not applying.

TABLE 40

Item 7. Such policies and practices recognize merit in (a) teaching, (b) research (c) off-campus service

Item 7a. Teaching

Scale	Institutions- Frequency
N .....	1
0 .....	1
1 .....	1
2 .....	4
3 .....	10
4 .....	--

Fourteen institutions, or 82.3 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

Ten reported it present in full degree; four reported it present to a large degree. One reported it present to a limited degree; one reported it as not present. One reported it as not applying.

TABLE 41

Item 7b. Research

Scale	Institutions- Frequency
N .....	2
0 .....	1
1 .....	4
2 .....	6
3 .....	4
4 .....	--

Ten institutions, or 58.8 per cent, considered this item a strength. Five, or 29.4 per cent, considered it a weakness. Two, or 11.8 per cent, considered it as not applying.

Four reported it present in full degree; six reported it present to a large degree. Four reported it present to a limited degree; one reported it as not present. Two reported it as not applying.

TABLE 42

Item 7c. Off-Campus Service

Scale	Institutions- Frequency
N .....	1
0 .....	1
1 .....	3
2 .....	4
3 .....	8
4 .....	--

Twelve institutions, or 70.6 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

Eight reported it present in full degree; four reported it present to a large degree. Three reported it present to a limited degree; one reported it as not present. One reported it as not applying.

TABLE 43

Item 8. Adequate clerical and other help is provided the professional staff

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	4
2 .....	7
3 .....	5
4 .....	--
Not reported .....	1

Twelve institutions, or 70.6 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness. One, or 5.9 per cent, did not report this item.

Five reported it present in full degree; seven reported it present to a large degree. Four reported it present to a limited degree. One did not report this item.

TABLE 44

Item 9. Adequate opportunities are provided for continued professional growth of the staff

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	6
3 .....	9
4 .....	--

Fifteen institutions, or 88.2 per cent considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

Nine reported it present in full degree; six reported it present to a large degree. Two reported it present to a limited degree.

TABLE 45

Item 10. A reasonable service load is maintained for each staff member in terms of (a) time, and the kinds of work in which he can render the most effective service, (b) balance between different types of work such as teaching, research, field service, advisement and committee assignments.

Item 10a. Time and Kinds of Work

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	5
2 .....	8
3 .....	4
4 .....	--

Twelve institutions, or 70.6 per cent, considered this item a strength. Five, or 29.4 per cent, considered it a weakness.

Four reported it present in full degree; eight reported it present to a large degree. Five reported it present to a limited degree.

TABLE 46

Item 10b. Balance Between  
Different Types of Work

Scale	Institutions- Frequency
N .....	--
0 .....	1
1 .....	2
2 .....	12
3 .....	2
4 .....	--

Fourteen institutions, or 82.4 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness.

Two reported it present in full degree; twelve reported it present to a large degree. Two reported it present to a limited degree; one reported it not present.

TABLE 47

Item 11. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of policies relating to the selection, retention, and continued professional growth of personnel needed to carry on the program.

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	6
3 .....	10
4 .....	--
Not reported .....	1

Sixteen institutions, or 94.1 per cent, considered this item a strength. None considered it a weakness.

Ten reported it present in full degree; six reported it present to a large degree. One did not report this item.

Total Appraisal for Provisions  
for Staff Personnel

TABLE 48

## SECTION IV: PROVISIONS FOR STAFF PERSONNEL

Scale	Institutions- Frequency
N .....	11
0 .....	11
1 .....	48
2 .....	94
3 .....	154
4 .....	3
Not Reported .....	2
Total .....	323

Of a possible three hundred twenty-three reports for this section, two hundred fifty-one, or 77.7 per cent, were considered strengths. Fifty-nine, or 18.3 per cent, were considered weaknesses. Thirteen, or 4.0 per cent, were not reported. This data is shown in Table 77.

Three reports indicated items present in a degree beyond that expressed; one hundred fifty-four reports indicated items present in a full degree; ninety-four reports indicated items present to a large degree.

Forty-eight reports indicated items present to a limited degree; eleven reports indicated items as not applying.

Items were reported as not applying eleven times.  
Items were not reported two times.

Strengths and Weaknesses Indicated by the Ratings Given  
to Each Item by the Self-Evaluation Committees for  
Section V: Student Personnel Services

ARE PROVISIONS MADE FOR EFFECTIVE SELECTION, ADMISSION,  
 GUIDANCE, PLACEMENT, AND FOLLOW-UP OF PERSONS WHO ENTER  
 AND COMPLETE TEACHER EDUCATION PROGRAMS

SELECTION AND ADMISSION

TABLE 49

Item 1. Policies and practices of the institution  
 recognize a difference between requirements for  
 admission to general college work and requirements  
 for admission to teacher education

Scale	Institutions- Frequency
N .....	--
0 .....	4
1 .....	4
2 .....	7
3 .....	2
4 .....	--

Nine institutions, or 52.9 per cent, considered this  
 item a strength. Eight, or 47.1 per cent, considered it a  
 weakness.

Two reported it present in full degree; seven report-  
 ed it present to a large degree. Four reported it present  
 to a limited degree; four reported it as not present.



TABLE 50

Item 2. Students are required to make formal application for admission to teacher education

Response	Institutions- Frequency
Yes .....	10
No .....	7

Ten institutions, or 58.8 per cent, considered this item a strength by a "yes" response. Seven, or 41.2 per cent, considered this item a weakness by a "no" response.

TABLE 51

Item 3. Criteria have been developed for selective admission to teacher education

Response	Institutions- Frequency
Yes .....	11
No .....	6

Eleven institutions, or 64.7 per cent, considered this item a strength by a "yes" response. Six, or 35.3 per cent, considered it a weakness by a "no" response.

TABLE 52

Item 4. Such criteria are being applied in an effective program of selective admission to teacher education

Scale	Institutions- Frequency
N .....	2
0 .....	1
1 .....	8
2 .....	4
3 .....	2
4 .....	--

Six institutions, or 35.3 per cent, considered this

item a strength. Nine, or 52.9 per cent, considered it a weakness.

Two reported it present in full degree; four reported it present to a large degree. Eight reported it present to a limited degree; one reported it not present. Two reported it as not applying.

### GUIDANCE

TABLE 53

Item 5. A comprehensive and coordinated program of student personnel service is provided for all students in the institution

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	8
3 .....	8
4 .....	--

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Eight reported it present in full degree; eight reported it present to a large degree. One reported it present to a limited degree.

TABLE 54

Item 6. Guidance services are utilized effectively in (a) planning the student's program, (b) evaluating the student's progress

Item 6a. Planning the Student's Program

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	6
3 .....	9
4 .....	1

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; nine reported it present in full degree; six reported it present to a large degree. One reported it present to a limited degree.

TABLE 55

Item 6b. Evaluating the Student's Progress

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	9
3 .....	6
4 .....	--

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two, or 11.8 per cent, considered it a weakness.

Six reported it present in full degree; nine reported it present to a large degree. Two reported it present to a limited degree.

TABLE 56

Item 7. Guidance services are provided throughout the student's entire college career.

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	7
3 .....	10
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength. None considered it a weakness.

Ten reported it present in full degree; seven reported it present to a large degree.

TABLE 57

Item 8. Guidance services recognize the demand for and supply of teachers in various fields of professional services

Scale	Institutions- Frequency
N .....	--
0 .....	1
1 .....	3
2 .....	4
3 .....	9
4 .....	--

Thirteen institutions, or 76.5 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness.

Nine reported it present in full degree; four reported it present to a large degree. Three reported it present to a limited degree; one reported it as not present.

TABLE 58

Item 9. The institution accepts responsibility for cooperation with other agencies in encouraging and stimulating selective recruitment for the teaching profession

Scale	Institutions- Frequency
N .....	--
0 .....	3
1 .....	4
2 .....	4
3 .....	6
4 .....	--

Ten institutions, or 58.8 per cent, considered this item a strength. Seven, or 41.2 per cent, considered it a weakness.

Six reported it present in full degree; four reported it present to a large degree. Four reported it present to a limited degree; three reported it as not present.

TABLE 59

Item 10. The teaching faculty participates in providing guidance services for students in teacher education programs

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	5
3 .....	11
4 .....	--

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

Eleven reported it present in full degree; five reported it present to a large degree. One reported it present to a limited degree.

TABLE 60

Item 11. Special services are available to students: (a) clinical, (b) counselling, (c) remedial

Item 11a. Clinical

Scale	Institutions- Frequency
N .....	--
0 .....	2
1 .....	7
2 .....	4
3 .....	3
4 .....	1

Eight institutions, or 47.1 per cent, considered this item a strength. Nine, or 52.9 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; three reported it present in full degree; four reported it present to a large degree. Seven reported it present to a limited degree; two reported it not present.

TABLE 61

Item 11b. Counselling

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	9
3 .....	6
4 .....	1

Sixteen institutions, or 94.1 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; six reported it present in full degree; nine reported it present to a large degree. One reported it present to a limited degree.

TABLE 62

Item 11c. Remedial

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	9
2 .....	5
3 .....	2
4 .....	1

Eight institutions, or 47.1 per cent, considered this item a strength. Nine, or 52.9 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; two reported it present in full degree; five reported

it present to a large degree. Nine reported it present to a limited degree.

TABLE 63

Item 12. A suitable system of cumulative records is utilized in providing student personnel services

Scale	Institutions- Frequency
N .....	--
0 .....	1
1 .....	2
2 .....	6
3 .....	6
4 .....	2

Fourteen institutions, or 82.4 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness.

Two reported it present in a degree beyond that expressed; six reported it present in full degree; six reported it present to a large degree. Two reported it present to a limited degree; one reported it not present.

TABLE 64

Item 13. Effective placement and follow-up services are provided for those who complete teacher education programs

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	1
2 .....	10
3 .....	4
4 .....	2

Sixteen institutions, or 94.1 per cent, considered



this item a strength. One institution, or 5.9 per cent, considered it a weakness.

Two reported it present in a degree beyond that expressed; four reported it present in full degree; ten reported it present to a large degree. One reported it present to a limited degree.

TABLE 65

Item 14. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of personnel services in the selection, admission, guidance, placement, and follow-up of persons who enter and complete teacher education programs

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	--
2 .....	8
3 .....	9
4 .....	--

Seventeen institutions, or 100 per cent, considered this item a strength. None considered it a weakness.

Nine reported it present in full degree; eight reported it present to a large degree.

Total Appraisal for Student  
Personnel Services

TABLE 66

## SECTION V: STUDENT PERSONNEL SERVICES

Scale	Seventeen Institutions- Total Frequency
N .....	2
0 .....	12
1 .....	44
2 .....	96
3 .....	93
4 .....	8
Yes .....	21
No .....	<u>13</u>
Total .....	289

Of a possible two hundred eighty-nine reports for this section, two hundred eighteen, or 75.4 per cent were considered strengths. Sixty-nine, or 23.9 per cent, were considered weaknesses. Two, or .7 per cent, were reported as not applying. This data is shown in Table 78.

Eight reports indicated items present in a degree beyond that expressed; ninety-three reports indicated items present in full degree; ninety-six reports indicated items present to a large degree. Twenty-one reports indicated strengths with a "yes" response.

Forty-four reports indicated items present to a limited degree; twelve reports indicated items as not present. Thirteen reports indicated weaknesses with a "no" response.

Two reports indicated items as not applying.

Strengths and Weaknesses Indicated by the Ratings Given  
to Each Item by the Self-Evaluation Committees  
For Section VII: Off-Campus Services

ARE ADEQUATE OFF-CAMPUS SERVICES PROVIDED TO SCHOOL  
SYSTEMS AND TEACHERS BY THE INSTITUTION

TABLE 67

Item 1. The institution has defined its service relations to school systems and teachers in the field

Scale	Institutions- Frequency
N .....	--
0 .....	1
1 .....	3
2 .....	7
3 .....	6
4 .....	--

Thirteen institutions, or 76.5 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness.

Six reported it present in full degree; seven reported it present to a large degree. Three reported it present to a limited degree; one reported it not present.

TABLE 68

Item 2. Institutional services to school systems and teachers in the field are planned and provided in terms of mutual benefits that accrue to both the institution and the group served

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	3
2 .....	6
3 .....	8
4 .....	--

Fourteen institutions, or 82.4 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness.

Eight reported it present in full degree; six reported it present to a large degree. Three reported it present to a limited degree.

TABLE 69

Item 3. Off-Campus services are rendered by regular staff members as a part of their regular teaching load

Scale	Institutions- Frequency
N .....	1
0 .....	3
1 .....	1
2 .....	6
3 .....	5
4 .....	1

Twelve institutions, or 70.6 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

One reported it present in a degree beyond that expressed; five reported it present in full degree; six reported it present to a large degree. One reported it present to a limited degree; three reported it not present. One reported it as not applying.

TABLE 70

Item 4. Off-Campus teaching and other services are evaluated in terms of on-campus standards

Scale	Institutions- Frequency
N .....	3
0 .....	--
1 .....	1
2 .....	4
3 .....	8
4 .....	1

Thirteen institutions, or 76.5 per cent, considered this item a strength. One, or 5.9 per cent, considered it a weakness. Three, or 17.6 per cent reported it as not applying.

One reported it present in a degree beyond that expressed; eight reported it present in full degree; four reported it present to a large degree. One reported it present to a limited degree. Three reported it as not applying.

TABLE 71

Item 5. The institution recognizes placement and follow-up services as an integral part of its service in the field

Scale	Institutions- Frequency
N .....	--
0 .....	--
1 .....	2
2 .....	7
3 .....	6
4 .....	2

Fifteen institutions, or 88.2 per cent, considered this item a strength. Two colleges, or 11.8 per cent, considered it a weakness.

Two reported it present in a degree beyond that

expressed; six reported it present in full degree; seven reported it present to a large degree. Two reported it present to a limited degree.

TABLE 72

Item 6. The program provides opportunities for practicing teachers and administrators to broaden the scope and improve the quality of their services

Scale	Institutions- Frequency
N .....	1
0 .....	--
1 .....	3
2 .....	4
3 .....	7
4 .....	2

Thirteen institutions, or 76.5 per cent, considered this item a strength. Three, or 17.6 per cent, considered it a weakness. One, or 5.9 per cent, considered it as not applying.

Two reported it present in a degree beyond that expressed; seven reported it present in full degree; four reported it present in a large degree. Three reported it present to a limited degree. One reported it as not applying.

TABLE 73

Item 7. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of services to school systems and teachers in the field

Scale	Institutions Frequency
N .....	--
0 .....	--
1 .....	4
2 .....	6
3 .....	6
4 .....	1

Thirteen institutions, or 76.5 per cent, considered this item a strength. Four, or 23.5 per cent, considered it a weakness.

One reported it present in a degree beyond that expressed; six reported it present in full degree; six reported it present to a large degree. Four reported it present to a limited degree.

Total Appraisal for Off-Campus  
Services

TABLE 74

SECTION II: OFF-CAMPUS SERVICES

Scale	Seventeen Institutions- Total Frequency
N .....	5
0 .....	4
1 .....	17
2 .....	40
3 .....	46
4 .....	<u>7</u>

Total ....119

Of a possible one hundred nineteen reports for this section, ninety-three, or 78.2 per cent were considered strengths. Twenty-one, or 17.5 per cent were considered weaknesses. Five, or 4.2 per cent, were reported as not applying. These data are shown in Table 79.

Seven reports indicated items present in a degree beyond that expressed; forty-six reports indicated items present in full degree; forty reports indicated items present to a large degree.

Seventeen reports indicated items present to a limited degree; four indicated items not present. Five reports indicated that items did not apply.



IS THE INTERNAL ORGANIZATION OF THE INSTITUTION SUCH THAT (1) ADMINISTRATIVE RESPONSIBILITY FOR TEACHER EDUCATION IS DEFINITELY DESIGNATED AND (2) PROVISIONS ARE MADE FOR INSTITUTION-WIDE COOPERATION IN DEVELOPING TEACHER EDUCATION PROGRAMS

Total Possible Reports...187

Strengths and Weaknesses of Items Reported by the  
Seventeen Self-Evaluation Committees for Section  
III: Finances, Resources, and Facilities

TABLE 76

ARE ADEQUATE FINANCES, RESOURCES, AND FACILITIES  
 PROVIDED FOR EFFECTIVE TEACHER EDUCATION  
 PROGRAMS

Appraisal							
Item	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1...	17	15	88.2	2	11.8		
2...	14	13	76.5	1	5.9	3	17.6
3...	13	12	70.6	1	5.9	4	23.5
4a...	10	6	35.3	4	23.5	7	41.2
4b...	10	7	41.2	3	17.6	7	41.2
4c...	9	6	35.3	3	17.6	8	47.1
5...	17	16	94.1	1	5.9		
6..1	17	15	88.2	2	11.8		
7a...	17	17	100				
7b...	17	15	88.2	2	11.8		
7c...	17	16	94.1	1	5.9		
7d...	16	14	82.3	2	11.8	1	5.9
7e...	17	15	88.2	2	11.8		
7f...	17	16	94.1	1	5.9		
8...	17	15	88.2	2	11.8		
Totals.	225	198	77.6	27	10.6	30	11.8

Total Possible Reports... 255

Strengths and Weaknesses of Items Reported by the  
Seventeen Self-Evaluation Committees for Section  
IV: Provisions For Staff Personnel

TABLE 77

DOES THE INSTITUTION HAVE ADEQUATE PROVISIONS FOR THE  
 SELECTION, RETENTION, AND CONTINUED PROFESSIONAL  
 GROWTH OF PERSONNEL NEEDED TO CARRY ON THE  
 PROGRAM

Appraisal							
Item	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	17	17	100				
2..	17	17	100				
3..	17	13	76.5	4	23.5		
4..	17	16	94.1	1	5.9		
5..	17	13	76.5	4	23.5		
6a.	16	10	58.8	6	35.3	1	5.9
6b.	16	13	76.5	3	17.6	1	5.9
6c.	16	7	41.2	9	52.9	1	5.9
6d.	16	12	70.6	4	23.5	1	5.9
6e.	15	12	70.6	3	17.6	2	11.8
6f.	16	16	94.1			1	5.9
7a.	16	14	82.3	2	11.8	1	5.9
7b.	15	10	58.8	5	29.4	2	11.8
7c.	16	12	70.6	4	23.5	1	5.9
8..	16	12	70.6	4	23.5	1	5.9

Strengths and Weaknesses of Items Reported by the  
Seventeen Self-Evaluation Committees for Section  
V: Student Personnel Services

TABLE 78

ARE PROVISIONS MADE FOR EFFECTIVE SELECTION, ADMISSION,  
 GUIDANCE, PLACEMENT, AND FOLLOW-UP OF PERSONS WHO  
 ENTER AND COMPLETE TEACHER EDUCATION PROGRAMS

Appraisal							
Item	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	17	9	52.9	8	47.1		
2..	17	10	58.8	7	41.2		
3..	17	11	64.7	6	35.3		
4..	15	6	35.3	9	52.9	2	11.8
5..	17	16	94.1	1	5.9		
6a.	17	16	94.1	1	5.9		
6b.	17	15	88.2	2	11.8		
7..	17	17	100				
8..	17	13	76.5	4	23.5		
9..	17	10	58.8	7	41.2		
10..	17	16	94.1	1	5.9		
11a.	17	8	47.1	9	52.9		
11b.	17	16	94.1	1	5.9		
11c.	17	8	47.1	9	52.9		
12..	17	14	82.4	3	17.6		
13..	17	16	94.1	1	5.9		
14..	17	17	100				
Totals.	287	218	75.4	69	23.9	2	.7

Total Possible Reports... 289

Strengths and Weaknesses of Items Reported by the  
Seventeen Self-Evaluation Committees for Section  
VII: Off-Campus Services

TABLE 79

ARE ADEQUATE OFF-CAMPUS SERVICES PROVIDED TO SCHOOL  
 SYSTEMS AND TEACHERS BY THE INSTITUTION

Appraisal							
Item	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	17	13	76.5	4	23.5		
2..	17	14	82.4	3	17.6		
3..	16	12	70.6	4	23.5	1	5.9
4..	14	13	76.5	1	5.9	3	17.6
5..	17	15	88.2	2	11.8		
6..	16	13	76.5	3	17.6	1	5.9
7..	17	13	76.5	4	23.5		
Totals..	114	93	78.2	21	17.5	5	4.2

Total Possible Reports... 119

## CHAPTER V

### RESULTS OF THE VISITING COMMITTEE EVALUATION ON ORGANIZATION AND ADMINISTRATION OF INSTITUTIONS FOR TEACHER EDUCATION

#### Summary and Analysis of the Seventeen Visiting Committee Reports

The purposes of this phase of the study are (1) to show the tabulations of the strengths and weaknesses reported for each item of the Guides to Analysis and Appraisal by all seventeen institutions, and (2) to show the total strengths and weaknesses reported for each of the five sections of the Guides to Analysis and Appraisal by all seventeen institutions.

#### Tables Showing Strengths and Weaknesses

Strengths and weaknesses reported for the five sections of the Guides to Analysis and Appraisal by all institutions are shown in the following tables:

Table 80. Section II: Administrative Organization.

Table 81. Section III: Finances, Resources, and Facilities.

Table 82. Section IV: Provisions for Staff Personnel.

Table 83. Section V: Student Personnel Services

Table 84. Section VII: Off-Campus Services.

Strengths and weaknesses reported for each item of the Guides to Analysis and Appraisal by all seventeen institutions are shown in the following Tables:

Table 85. Items under Section II: Administrative Organization.

Table 86. Items under Section III: Finances, Resources, and Facilities.

Table 87. Items under Section IV: Provisions for Staff Personnel.

Table 88. Items under Section V: Student Personnel Services.

Table 89. Items under Section VII: Off-Campus Services

Strengths and Weaknesses Reported by the  
Visiting Committees for Section II:  
Administrative Organization

Is the Internal Organization of the Institution Such That (1) Administrative Responsibility for Teacher Education is Definitely Designated and (2) Provisions Are Made for Institution-Wide Cooperation in Developing Teacher Education Programs.

Item 1. Teacher education is recognized as a major function of the college or university.

Thirteen committees, or 76.4 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Two, or 11.8 per cent, did not report it.

Item 2. Administrative responsibility for teacher education is definitely designated.

Eleven committees, or 64.7 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Two, or 11.8 per cent, did not report it.

Item 3. The responsible administrative officer has authority commensurate with assigned responsibilities.

Eleven committees, or 64.7 per cent, reported this item a strength. Five, or 29.4 per cent, reported it a weakness. One, or 5.9 per cent, did not report it.

Item 4. The responsible administrative officer is selected in terms of characteristics and competencies required to carry on the program.

Six committees, or 35.3 per cent, reported this item a strength. None reported it a weakness. Eleven, or 64.7 per cent, did not report it.

Item 5. The organization provides for recommendation of applicants for certification by the administrative official who has clearly defined responsibility for teacher education.

Seven, or 41.2 per cent reported this item a strength. Five, or 29.4 per cent, reported it a weakness. Five, or 29.4 per cent, did not report it.

Item 6. Such administrative official secures the advice and counsel of those who have worked with the applicant concerning his fitness for certification.

Three, or 17.6 per cent, reported this item a strength. Seven, or 41.2 per cent reported it a weakness. Seven, or 41.2 per cent did not report it.

Item 7. Policies and practices relating to the recommendation of applicants for certification are consistent with the objectives of each of the programs.

One, or 5.9 per cent reported this item a strength. Three, or 17.6 reported it a weakness. Thirteen, or 76.5 per cent, did not report it.



Item 8. The organization encourages and facilitates wide-spread cooperation within the institution in developing policies relative to teacher education.

Nine committees, or 52.9 per cent reported this item a strength. Seven, or 41.2 per cent, reported it a weakness. One, or 5.9 per cent, did not report it.

Item 9. The internal organization provides for coordination of all aspects of the program.

Eight committees, or 47.1 per cent, reported this item a strength. Nine, or 52.9 per cent, reported it a weakness.

Item 10. The organization provides a department, school, division, or college qualified to offer a program leading to a degree in education.

Eight committees, or 47.1 per cent, reported this item a strength. One, or 5.8 per cent, reported it a weakness. Eight, or 47.1 per cent, did not report this item.

Item 11. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of all aspects of the institution's internal organization for teacher training.

Nine committees, or 52.9 per cent reported this item a strength. Seven, or 41.2 per cent reported it a weakness. One, or 5.9 per cent, did not report it.

TABLE 80

## TOTAL APPRAISAL FOR ADMINISTRATIVE ORGANIZATION

Total Possible	Strengths	Per Cent	Weaknesses	Per Cent	Not Reported	Per Cent
187	86	45.9	50	26.7	51	27.3

Table 80 shows that of the total one hundred eighty-seven reports possible, eighty-six, or 45.9 per cent, were strengths. Fifty, or 26.7 per cent, were weaknesses, and fifty-one, or 27.3 per cent, were not reported.

Strengths and Weaknesses Reported by the  
Visiting Committees for Section III:  
Finances, Resources, and Facilities

Are Adequate Finances, Resources, and Facilities  
Provided for Effective Teacher Education Programs

Item 1. Budgeting of finances on substantiated needs in all aspects of the program.

Seven committees, or 41.2 per cent reported this item a strength. Six, or 35.3 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 2. The financial support of teacher education compares favorably with that provided for other professional education on the campus.

Eight committees, or 47.1 per cent, reported this item a strength. Five, or 29.4 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 3. Salaries for staff personnel engaged in teacher education are comparable to the salaries paid to personnel in other divisions.

Eight committees, or 47.1 per cent, reported this item a strength. None reported it a weakness. Nine, or 52.9 per cent, did not report this item.

Item 4. Financial support of the campus laboratory school enables it to maintain standards comparable to those maintained by the better public schools with respect to: Physical plant, equipment, and salary schedule.

Item 4a. Physical plant

Four committees, or 23.5 per cent, reported this item a strength. Five, or 29.4 per cent, reported it a weakness. Eight, or 47.1 per cent, did not report it.

Item 4b. Equipment

Four committees, or 23.5 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Nine, or 52.9 per cent, did not report this item.

Item 4c. Salary schedule

Five committees, or 29.4 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Eight, or 47.1 per cent did not report this item.

Item 5. Library facilities are provided to meet the needs of students and faculty in all aspects of the program.

Twelve committees, or 70.6 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Three, or 17.6 per cent did not report it.

Item 6. Suitable teaching aids and equipment are provided in terms of the needs of the program.

Four committees, or 23.5 per cent, reported this item a strength. Seven, or 41.2 per cent reported it a weakness. Six, or 35.3 per cent, did not report this item.

Item 7. Suitable space is provided for carrying on the program: (a) classroom, (b) workshop, (c) laboratory, (d) seminar, (e) conference, (f) office.Item 7a. Classroom

Nine committees, or 52.9 per cent, reported this item

a strength. Four, or 23.5 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 7b. Workshop

Seven committees, or 41.2 per cent, reported this item a strength. Four, or 23.5 per cent, reported this item a weakness. Six, or 35.3 per cent, did not report this item.

Item 7c. Laboratory

Seven committees, or 41.2 per cent, reported this item a strength. Five, or 29.4 per cent, reported it a weakness. Five, or 29.4 per cent, did not report this item.

Item 7d. Seminar

Seven committees, or 41.2 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Six, or 35.3 per cent, did not report this item.

Item 7e. Conference

Nine committees, or 52.9 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 7f. Office

Nine committees, or 52.9 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Six, or 35.3 per cent, did not report this item.

Item 8. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of finances, resources, and facilities for teacher education.

Six committees, or 35.3 per cent, reported this item

a strength. Two, or 11.8 per cent, reported this item a weakness. Nine, or 52.9 per cent did not report this item.

TABLE 81

TOTAL APPRAISAL FOR FINANCES,  
RESOURCES, AND FACILITIES

Total Possible	Strengths	Per Cent	Weaknesses	Per Cent	Not Reported	Per Cent
255	106	41.6	58	22.7	91	35.7

Table 81 shows that of the total of two hundred fifty-five reports possible, one hundred six, or 41.6 per cent, were strengths. Fifty-eight, or 22.7 per cent, were weaknesses. Ninety-one, or 35.7 per cent, were not reported.

Strengths and Weaknesses Reported by the  
Visiting Committees for Section IV:  
Provisions for Staff Personnel

Does the Institution Have Adequate Provisions for  
The Selection, Retention, and Continued Professional  
Growth of Personnel Needed to Carry on the Program

Item 1. Faculty members, where appropriate to their  
faculty assignments are qualified in terms of academ-  
ic elementary-school or secondary-school teaching  
experience.

Nine committees, or 52.9 per cent, reported this item  
a strength. One, or 5.9 per cent, reported it a weakness.  
Seven, or 41.2 per cent, did not report this item.

Item 2. Faculty members are qualified in terms of  
academic preparation in the fields of specialization  
in which they are serving.

Twelve committees, or 70.6 per cent, reported this item a strength. None reported it a weakness. Five, or 29.4 per cent, did not report this item.

Item 3. The institution provides an adequate staff to conduct a comprehensive program of teacher education.

Four committees, or 23.5 per cent, reported this item a strength. Six, or 35.3 per cent, reported it a weakness. Seven, or 41.2 per cent, did not report this item.

Item 4. Candidates for faculty positions are selected in terms of personal and professional qualifications for teaching, research, and service in teacher education.

Two committees, or 11.8 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Fourteen, or 82.3 per cent, did not report this item.

Item 5. Members of the faculty participate in the selection of new staff members.

Six committees, or 35.3 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Seven, or 41.2 per cent, did not report this item.

Item 6. Written policies and consistent practices have been established pertaining to adequacy in (a) salary, (b) tenure, (c) promotion, (d) sabbatical leave, (e) sick leave, (f) retirement of Professional staff.

Item 6a. Salary

Six committees, or 35.3 per cent, reported this item a strength. Seven, or 41.2 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 6b. Tenure

Twelve committees, or 70.6 per cent, reported this item a strength. Three, or 17.6 per cent reported it a weakness. Two, or 11.8 per cent, did not report this item.

Item 6c. Promotion

Five committees, or 29.4 per cent, reported this item a strength. Seven, or 41.2 per cent, reported it a weakness. Five, or 29.4 per cent did not report this item.

Item 6d. Sabbatical leave

Eight committees, or 47.1 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Five, or 29.4 per cent, did not report this item.

Item 6e. Sick leave

Six committees, or 35.3 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Seven, or 41.2 per cent, did not report this item.

Item 6f. Retirement of professional staff

Eight committees, or 47.1 per cent, reported this item a strength. None reported it a weakness. Nine, or 52.9 per cent, did not report this item.

Item 7. Such policies and practices recognize merit in (a) teaching, (b) research, (c) off-campus service.Item 7a. Teaching

Two committees, or 11.8 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Fourteen, or 82.3 per cent, did not report this item.

Item 7b. Research

One committee, or 5.9 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Twelve, or 70.6 per cent, did not report this item.

Item 7c. Off-campus service

One committee, or 5.9 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Fifteen, or 88.2 per cent, did not report this item.

Item 8. Adequate clerical and other help is provided the professional staff.

Two committees, or 11.8 per cent, reported this item a strength. Three, or 17.6 per cent, reported it a weakness. Twelve, or 70.6 per cent, did not report this item.

Item 9. Adequate opportunities are provided for continued professional growth of the staff.

Ten committees, or 58.8 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Three, or 17.6 per cent, did not report this item.

Item 10. A reasonable service load is maintained for each staff member in terms of : (a) time, and the kinds of work in which he can render the most effective service; (b) balance between different types of work such as teaching, research, field service, advisement, and committee assignments.

Item 10a. Time, and the kinds of work in which he can render the most effective service.

Four committees, or 23.5 per cent, reported this item a strength. Eight, or 47.1 per cent, reported it a weakness. Five, or 29.4 per cent, did not report this item.



Item 10b. Balance between different types of work such as teaching, research, field service, advisement, and committee assignments.

Three committees, or 17.6 per cent, reported this item a strength. Six, or 35.3 per cent, reported it a weakness. Eight, or 47.1 per cent, did not report this item.

Item 11. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of policies relating to the selection, retention, and continued professional growth of personnel needed to carry on the program.

Two committees, or 11.8 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Fourteen, or 82.3 per cent, did not report this item.

TABLE 82

TOTAL APPRAISAL FOR PROVISIONS  
FOR STAFF PERSONNEL

Total Possible	Strengths	Per Cent	Weaknesses	Per Cent	Not Reported	Per Cent
323	103	31.9	65	20.1	155	47.9

Table 82 shows that of the total three hundred twenty-three reports possible, one hundred three, or 31.9 per cent, were reported as strengths. Sixty-five, or 20.1 per cent, were reported as weaknesses. One hundred fifty-five, or 47.9 per cent, were not reported.

Strengths and Weaknesses Reported by the  
Visiting Committees for Section V:  
Student Personnel Services

Are Provisions Made for Effective Selection, Admission, Guidance, Placement, and Follow-Up of Persons Who Enter and Complete Teacher Education Programs

Selection and Admission

Item 1. Policies and practices of the institution recognize a difference between requirements for admission to general college work and requirements for admission to teacher education.

Four committees, or 23.5 per cent, reported this item a strength. Six, or 35.3 per cent reported it a weakness. Seven, or 41.2 per cent, did not report this item.

Item 2. Students are required to make formal application for admission to teacher education.

Five committees, or 29.4 per cent, reported this item a strength. Eight, or 47.1 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 3. Criteria have been developed for selective admission to teacher education.

Five committees, or 29.4 per cent, reported this item a strength. Eight, or 47.1 per cent reported it a weakness. Four, or 23.5 per cent, did not report this item.

Item 4. Such criteria are being applied in an effective program of selective admission to teacher education.

Four committees, or 23.5 per cent, reported this item a strength. Nine, or 52.9 per cent, reported it a weakness. Four, or 23.5 per cent, did not report this item.

## Guidance

Item 5. A comprehensive and coordinated program of student personnel service is provided for all students in the institution.

Eight committees, or 47.1 per cent, reported this item a strength. Four, or 23.5 per cent, reported this item a weakness. Five, or 29.4 per cent, did not report this item.

Item 6. Guidance services are utilized effectively in (a) planning the student's program, (b) evaluating the student's progress.

Item 6a. Planning the student's program

Nine committees, or 52.9 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Seven, or 41.2 per cent, did not report this item.

Item 6b. Evaluating the student's progress

Nine committees, or 52.9 per cent, reported this item a strength. None reported it a weakness. Eight, or 47.1 per cent, did not report this item.

Item 7. Guidance services are provided throughout the student's entire college career.

Eight, or 47.1 per cent, reported this item a strength. None reported it a weakness. Nine, or 52.9 per cent, did not report this item.

Item 8. Guidance services recognize the demand for and supply of teachers in various fields of professional services.

One committee, or 5.9 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Fourteen, or 82.3 per cent, did not report this item.

Item 9. The institution accepts responsibility for cooperation with other agencies in encouraging and stimulating selective recruitment for the teaching profession.

One committee, or 5.9 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Fifteen, or 88.2 per cent, did not report this item.

Item 10. The teaching faculty participates in providing guidance services for students in teacher education programs.

Ten committees, or 58.8 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Five, or 29.4 per cent, did not report this item.

Item 11. Special services are available to students: (a) clinical, (b) counselling, (c) remedial.

Item 11a. Clinical

Two committees, or 11.8 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Fourteen, or 82.3 per cent, did not report this item.

Item 11b. Counselling

Five committees, or 29.4 per cent, reported this item a strength. One, or 5.9 per cent, reported it a weakness. Eleven, or 64.7 per cent, did not report this item.

Item 11c. Remedial

Six committees, or 35.3 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Nine, or 52.9 per cent, did not report this item.

Item 12. A suitable system of cumulative records is utilized in providing student personnel services.

Five, or 29.4 per cent, reported this item a strength. Nine, or 52.9 per cent, reported it a weakness. Three, or 17.6 per cent, did not report this item.

Item 13. Effective placement and follow-up services are provided for those who complete teacher education programs.

Six committees, or 35.3 per cent, reported this item a strength. Nine, or 52.9 per cent, reported it a weakness. Two, or 11.8 per cent, did not report this item.

Item 14. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of personnel services in the selection, admission, guidance, placement and follow-up of persons who enter and complete teacher education programs.

Five committees, or 29.4 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Eight, or 47.1 per cent, did not report this item.

TABLE 83

TOTAL APPRAISAL FOR STUDENT  
PERSONNEL SERVICES

Total Possible	Strengths	Per Cent	Weaknesses	Per Cent	Not Reported	Per Cent
289	93	32.2	67	23.2	129	44.6

Table 83 shows that of the total two hundred eighty-nine possible reports, ninety-three, or 32.2 per cent, were strengths. Sixty-seven, or 23.2 per cent, were weaknesses. One hundred twenty-nine, or 44.6 per cent, were not reported.

Strengths and Weaknesses Reported by the  
Visiting Committees for Section VII:  
Off-Campus Services

Are Adequate Off-Campus Services Provided to School Systems and Teachers by the Institution

Item 1. The institution has defined its service relations to school systems and teachers in the field.

Eight committees, or 47.1 per cent, reported this item a strength. Four, or 23.5 per cent, reported it a weakness. Five, or 29.4 per cent, did not report this item.

Item 2. Institutional services to school systems and teachers in the field are planned and provided in terms of mutual benefits that accrue to both the institution and the group served.

Seven committees, or 41.2 per cent, reported this item a strength. Two, or 11.8 per cent, reported it a weakness. Eight, or 47.1 per cent, did not report this item.

Item 3. Off-campus services are rendered by regular staff members as a part of their regular teaching load.

Seven committees, or 41.2 per cent, reported this item a strength. Three, or 17.6 per cent, reported it a weakness. Seven, or 41.2 per cent, did not report this item.

Item 4. Off-campus teaching and other services are evaluated in terms of on-campus standards.

Three committees, or 17.6 per cent, reported this item a strength. One, or 5.9 per cent, reported this item a weakness. Thirteen, or 76.5 per cent, did not report this item.

Item 5. The institution recognizes placement and follow-up as an integral part of its service in the field.

Nine institutions, or 52.9 per cent, reported this item a strength. Six, or 35.5 per cent, reported it a weakness. Two, or 11.8 per cent, did not report this item.

Item 6. The program provides opportunities for practicing teachers and administrators to broaden the scope and improve the quality of their services.

Seven committees, or 41.2 per cent, reported this item a strength. Two, or 11.7 per cent, reported it a weakness. Eight, or 47.1 per cent, did not report this item.

Item 7. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of services to school systems and teachers in the field.

One committee, or 5.9 per cent, reported this item a strength. Five, or 29.4 per cent, reported it a weakness. Eleven, or 64.7 per cent, did not report this item.

TABLE 84

TOTAL APPRAISAL FOR OFF-CAMPUS  
SERVICES

Total Possible	Strengths	Per Cent	Weaknesses	Per Cent	Not Reported	Per Cent
119	42	35.3	23	19.3	54	45.4

Table 84 shows that of the total one hundred nineteen possible reports, forty-two, or 35.3 per cent, were strengths. Twenty-three, or 19.3 per cent, were weaknesses. Fifty-four, or 45.4 per cent, were not reported as strengths or weaknesses.

Strengths and Weaknesses of Items Reported by the  
Seventeen Visiting Committees for Section II:  
Administrative Organization

TABLE 85

IS THE INTERNAL ORGANIZATION OF THE INSTITUTION SUCH THAT (1) ADMINISTRATIVE RESPONSIBILITY FOR TEACHER EDUCATION IS DEFINITELY DESIGNATED AND (2) PROVISIONS ARE MADE FOR INSTITUTION-WIDE COOPERATION IN DEVELOPING TEACHER EDUCATION PROGRAMS

Item	Number Reported	Appraisal				Number Not Reported	Per Cent
		Strengths	Per Cent	Weaknesses	Per Cent		
1..	15	13	76.4	2	11.8	2	11.8
2..	15	11	64.7	4	23.5	2	11.8
3..	16	11	64.7	5	29.4	1	5.9
4..	6	6	35.3			11	64.7
5..	12	7	41.2	5	29.4	5	29.4
6..	10	3	17.6	7	41.2	7	41.2
7..	4	1	5.9	3	17.6	13	76.5
8..	16	9	52.9	7	41.2	1	5.9
9..	17	8	47.1	9	52.9		
10..	9	8	47.1	1	5.8	8	47.1
11..	16	9	52.9	7	41.2	1	5.9
Totals..	136	86	45.9	50	26.7	51	27.3
Total Possible Reports....	187						



Strengths and Weaknesses of Items Reported by the  
Seventeen Visiting Committees for Section III:  
Finances, Resources, and Facilities

TABLE 86

ARE ADEQUATE FINANCES, RESOURCES, AND FACILITIES  
 PROVIDED FOR EFFECTIVE TEACHER EDUCATION  
 PROGRAMS

Appraisal							
	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	13	7	41.2	6	35.3	4	23.5
2..	13	8	47.1	5	29.4	4	23.5
3..	8	8	47.1			9	52.9
4a.	9	4	23.5	5	29.4	8	47.1
4b.	8	4	23.5	4	23.5	9	52.9
4c.	9	5	29.4	4	23.5	8	47.1
5..	14	12	70.6	2	11.8	3	17.6
6..	11	4	23.5	7	41.2	6	35.3
7a.	13	9	52.9	4	23.5	4	23.5
7b.	11	7	41.2	4	23.5	6	35.3
7c.	12	7	41.2	5	29.4	5	29.4
7d.	11	7	41.2	4	23.5	6	35.3
7e.	13	9	52.9	4	23.5	4	23.5
7f.	11	9	52.9	2	11.8	6	35.3
8..	8	6	35.3	2	11.8	9	52.9
Totals..	164	106	41.6	58	22.7	91	35.7

Total Possible Reports... 255

Strengths and Weaknesses of Items Reported by the  
Seventeen Visiting Committees for Section IV:  
Provisions for Staff Personnel

TABLE 87

DOES THE INSTITUTION HAVE ADEQUATE PROVISIONS FOR THE  
 SELECTION, RETENTION, AND CONTINUED PROFESSIONAL  
 GROWTH OF PERSONNEL NEEDED TO CARRY ON THE  
 PROGRAM

Item	Appraisal						
	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	10	9	52.9	1	5.9	7	41.2
2..	12	12	70.6--			5	29.4
3..	10	4	23.5	6	35.3	7	41.2
4..	3	2	11.8	1	5.9	14	82.3
5..	10	6	35.3	4	23.5	7	41.2
6a.	13	6	35.3	7	41.2	4	23.5
6b.	15	12	70.6	3	17.6	2	11.8
6c.	12	5	29.4	7	41.2	5	29.4
6d.	12	8	47.1	4	23.5	5	29.4
6e.	10	6	35.3	4	23.5	7	41.2
6f.	8	8	47.1			9	52.9
7a.	3	2	11.8	1	5.9	14	82.3
7b.	5	1	5.9	4	23.5	12	70.6
7c.	2	1	5.9	1	5.9	15	88.2
8.	5	2	11.8	3	17.6	12	70.6

TABLE 87--Continued

Item	Appraisal					
	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported
9..	14	10	58.8	4	23.5	3
10a.	12	4	23.5	8	47.1	5
10b.	9	3	17.6	6	35.3	8
11..	3	2	11.8	1	5.9	14
Totals..	168	103	31.9	65	20.1	155
Total Possible Reports...						323
						47.9

Strengths and Weaknesses of Items Reported by the  
Seventeen Visiting Committees for Section V:  
Student Personnel Services

TABLE 88

ARE PROVISIONS MADE FOR EFFECTIVE SELECTION, ADMISSION,  
 GUIDANCE, PLACEMENT, AND FOLLOW-UP OF PERSONS WHO  
 ENTER AND COMPLETE TEACHER EDUCATION PROGRAMS

Appraisal							
Item	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	10	9	23.5	6	35.3	7	41.2
2..	13	5	29.4	8	47.1	4	23.5
3..	13	5	29.4	8	47.1	4	23.5
4..	13	4	23.5	9	52.9	4	23.5
5..	12	8	47.1	4	23.5	5	29.4
6a.	10	9	52.9	1	5.9	7	41.2
6b.	9	9	52.9			8	47.1
7..	8	8	47.1			9	52.9
8..	3	1	5.9	2	11.8	14	82.3
9..	2	1	5.9	1	5.9	15	88.2
10..	12	10	58.8	2	11.8	5	29.4
11a.	3	2	11.8	1	5.9	14	82.3
11b.	6	5	29.4	1	5.9	11	64.7
11c.	8	6	35.3	2	11.8	9	52.9
12..	14	5	29.4	9	52.9	3	17.6
13..	15	6	35.3	9	52.9	2	11.8
14..	9	5	29.4	4	23.5	8	47.1
Totals.	160	93	32.2	67	23.2	129	44.6

Total Possible Reports...289

Strengths and Weaknesses of Items Reported by the  
Seventeen Visiting Committees for Section VII:  
Off-Campus Services

TABLE 89

ARE ADEQUATE OFF-CAMPUS SERVICES PROVIDED TO SCHOOL  
 SYSTEMS AND TEACHERS BY THE INSTITUTION

Appraisal							
Item	Number Reported	Strengths	Per Cent	Weaknesses	Per Cent	Number Not Reported	Per Cent
1..	12	8	47.1	4	23.5	5	29.4
2..	9	7	41.2	2	11.8	8	47.1
3..	10	7	41.2	3	17.6	7	41.2
4..	4	3	17.6	1	5.9	13	76.5
5..	15	9	52.9	6	35.3	2	11.8
6..	9	7	41.2	2	11.7	8	47.1
7..	6	1	5.9	5	29.4	11	64.7
Totals.	65	42	35.3	23	19.3	54	45.4

Total Possible Reports...119

## CHAPTER VI

### COMBINED RESULTS OF THE SELF-EVALUATION AND THE VISITING COMMITTEE EVALUATION ON ORGANIZATION AND ADMINISTRATION OF INSTITUTIONS FOR TEACHER EDUCATION

It is important to this study that the findings of both the self-evaluation committees and the visiting committees be brought together to show the relationship of the two parts of the evaluation program.

In bringing such data together, it is possible to show (1) the sections for which the greatest number of strengths or weaknesses were reported by both groups and/or by each group, (2) the sections on which both groups most nearly agreed in their findings of strengths and weaknesses, and (3) the sections on which the greatest disagreement was shown.

#### Tables Showing Combined Data

Self-evaluation data and visiting committee data are combined according to total number and per cent of items in each section tabulated as strengths, weaknesses, or not reported. These data are shown in the following Tables:

Table 90. Combined appraisal for Section II: Administrative Organization.

Table 91. Combined appraisals for Section III: Finances, Resources, and Facilities.

Table 92. Combined appraisals for Section IV: Provisions for Staff Personnel.

Table 93. Combined appraisals for Section V: Student Personnel Services.

Table 94. Combined appraisals for Section VII: Off-Campus Services.

#### Tables Showing Data For Each Institution

Self-evaluation data and visiting committee data tabulated for sections are shown for each institution in the following Tables:

Table 95. Self-evaluation appraisal for Section II: Administrative Organization.

Table 96. Visiting committee appraisal for Section II: Administrative Organization.

Table 97. Self-evaluation appraisal for Section III: Finances, Resources, and Facilities.

Table 98. Visiting committee appraisal for Section III: Finances, Resources, and Facilities.

Table 99. Self-evaluation appraisal for Section IV: Provisions for Staff Personnel.

Table 100. Visiting committee appraisal for Section IV: Provisions for Staff Personnel

Table 101. Self-evaluation appraisal for Section V: Student Personnel Services.

Table 102. Visiting committee appraisal for Section V: Student Personnel Services.

Table 103. Self-evaluation appraisal for Section VII: Off-Campus Services.

Table 104. Visiting committee appraisal for Section VII: Off-Campus Services.

Total Combined Appraisal for  
All Institutions

Section II: Administrative Organization

Strengths.--Of the one hundred eighty-seven reports possible, one hundred seventy-seven, or 94.7 per cent, were reported strengths by the self-evaluation committees.

Of the total possible, eighty-six, or 45.9 per cent, were reported strengths by the visiting committees.

Weaknesses.--Of the one hundred eighty-seven reports possible, only nine, or 4.8 per cent, were reported weaknesses by the self-evaluation committees.

Of the total possible, fifty, or 26.7 per cent, were reported weaknesses by the visiting committees.

Not reported.--Of the one hundred eighty-seven reports possible, one, or .5 per cent, were not reported by the self-evaluation committees.

Of the total number possible, fifty-one, or 27.3 per cent, were not reported by the visiting committees.

Section III: Finances, Resources,  
and Facilities

Strengths.--Of the two hundred fifty-five reports possible, one hundred ninety-eight, or 77.6 per cent, were reported strengths by the self-evaluation committees.

Of the total possible, one hundred six, or 41.6 per cent, were reported strengths by the visiting committees.



Weaknesses.--Of the two hundred fifty-five reports possible, twenty-seven, or 10.6 per cent, were reported weaknesses by the self-evaluation committees.

Of the total possible, fifty-eight, or 22.7 per cent, were reported weaknesses by the visiting committees.

Not reported.--Of the two hundred fifty-five reports possible, thirty, or 11.8 per cent, were not reported by the self-evaluation committees.

Of the total possible, ninety-one, or 35.7 per cent, were not reported by the visiting committees.

#### Section IV: Provisions for Staff Personnel

Strengths.--Of the three hundred twenty-three reports possible, two hundred fifty-one, or 77.7 per cent, were reported strengths by the self-evaluation committees.

Of the total possible, one hundred three, or 31.9 per cent, were reported strengths by the visiting committees.

Weaknesses.--Of the three hundred twenty-three reports possible, fifty-nine, or 18.3 per cent, were reported weaknesses by the self-evaluation.

Of the total possible, sixty-five, or 20.1 per cent were reported weaknesses by the visiting committees.

Not reported.--Of the three hundred twenty-three reports possible, thirteen, or 4.0 per cent, were not reported by the self-evaluation committees.

Of the total possible, one hundred fifty-five, or

47.9 per cent, were not reported by the visiting committees.

#### Section V: Student Personnel Services

Strengths.--Of the two hundred eighty-nine reports possible, two hundred seventeen, or 75.1 per cent, were reported strengths by the self-evaluation committees.

Of the total possible, ninety-three, or 32.2 per cent, were reported strengths by the visiting committees.

Weaknesses.--Of the two hundred eighty-nine reports possible, seventy, or 24.2 per cent, were reported weaknesses by the self-evaluation committees.

Of the total possible, sixty-seven, or 23.2 per cent, were reported weaknesses by the visiting committees.

Not reported.--Of the two hundred eighty-nine reports possible, two, or .7 per cent, were not reported by the self-evaluation committees.

Of the total possible, one hundred twenty-nine, or 44.6 per cent, were not reported by the visiting committees.

#### Section VII: Off-Campus Services

Strengths.--Of the one hundred nineteen reports possible, ninety-three, or 78.2 per cent, were reported strengths by the self-evaluation committees.

Of the total possible, forty-two, or 35.3 per cent, were reported strengths by the visiting committees.

Weaknesses.--Of the one hundred nineteen reports possible, twenty-two, or 18.4 per cent, were reported weaknesses

by the self-evaluation committees.

Of the total possible, twenty-three, or 19.3 per cent, were reported weaknesses by the visiting committees.

Not reported.--Of the one hundred nineteen reports possible, four, or 3.4 per cent, were not reported by the self-evaluation committees.

Of the total possible, fifty-four, or 45.4 per cent, were not reported by the visiting committees.

The above discussion is shown in graphic form in Tables 90 to 94. The results of the combined reports by the self-evaluation groups and the visiting committees indicate that:

1. Both evaluation groups reported the greatest number and percentage of strengths for Administrative Organization of the five sections evaluated.
2. Although both groups reported Administrative Organization as the strongest of the five sections, the greatest disagreement between the two groups was shown for the number of strengths reported for this section.
3. Both evaluation groups reported the greatest percentage of weaknesses for Student Personnel Services of the five sections evaluated.
4. The sections on which both groups most nearly agreed were for weaknesses reported for (a) Provisions for Staff Personnel, and (b) Student Personnel Services.
5. The section in which the greatest number of items were not reported by the self-evaluation groups was for Finances, Resources, and Facilities.
6. The section in which the greatest number of items were not reported by the visiting committees was Provisions for Staff Personnel.

TABLE 90

TOTAL APPRAISALS GIVEN BY THE SELF-EVALUATION AND VISITING  
COMMITTEES FOR SECTION II: ADMINISTRATIVE ORGANIZATION

Total Appraisals	Items		PERCENTAGES											
	Number	Per Cent	0	10	20	30	40	50	60	70	80	90	100	
STRENGTHS REPORTED														
Self-Evaluations	177	94.7												
Visiting Committees	86	45.9												
WEAKNESSES REPORTED														
Self-Evaluations	9	4.8												
Visiting Committees	50	26.7												
NOT REPORTED														
Self-Evaluations	1	.5												
Visiting Committees	51	27.3												

TABLE 91

TOTAL APPRAISALS GIVEN BY THE SELF-EVALUATION AND VISITING COMMITTEES  
FOR SECTION III: FINANCES, RESOURCES, AND FACILITIES







Total Appraisals	Items		PERCENTAGES											
	Number	Per Cent	0	10	20	30	40	50	60	70	80	90	100	
STRENGTHS REPORTED														
Self-Evaluations	198	77.6												
Visiting Committees	106	41.6												
WEAKNESSES REPORTED														
Self-Evaluations	27	10.6												
Visiting Committees	58	22.7												
NOT REPORTED														
Self-Evaluations	30	11.8												
Visiting Committees	91	35.7												

TABLE 92

TOTAL APPRAISALS GIVEN BY THE SELF-EVALUATION AND VISITING COMMITTEES  
FOR SECTION IV: PROVISIONS FOR STAFF PERSONNEL

Total Appraisals	Items		PERCENTAGES											
	Number	Per Cent	0	10	20	30	40	50	60	70	80	90	100	
STRENGTHS REPORTED														
Self-Evaluations	251	77.7												
Visiting Committees	103	31.9												
WEAKNESSES REPORTED														
Self-Evaluations	59	18.3												
Visiting Committees	65	20.1												
NOT REPORTED														
Self-Evaluations	13	4.0												
Visiting Committees	155	47.9												

TABLE 93

TOTAL APPRAISALS GIVEN BY THE SELF-EVALUATION AND VISITING  
COMMITTEES FOR SECTION V: STUDENT PERSONNEL SERVICES







Total Appraisals	Items		PERCENTAGES											
	Number	Per Cent	0	10	20	30	40	50	60	70	80	90	100	
STRENGTHS REPORTED														
Self-Evaluations	217	75.1												
Visiting Committees	93	32.2												
WEAKNESSES REPORTED														
Self-Evaluations	70	24.2												
Visiting Committees	67	23.2												
NOT REPORTED														
Self-Evaluations	2	.7												
Visiting Committees	129	44.6												

TABLE 94

TOTAL APPRAISALS GIVEN BY THE SELF-EVALUATION AND VISITING  
COMMITTEES FOR SECTION VII: OFF-CAMPUS SERVICES

Total Appraisals	Items		PERCENTAGES											
	Number	Per Cent	0	10	20	30	40	50	60	70	80	90	100	
STRENGTHS REPORTED														
Self-Evaluations	93	78.2												
Visiting Committees	42	35.3												
WEAKNESSES REPORTED														
Self-Evaluations	22	18.4												
Visiting Committees	23	19.3												
NOT REPORTED														
Self-Evaluations	4	3.4												
Visiting Committees	54	45.4												



Self-Evaluation and Visiting Committee Evaluation  
For Each of the Institutions

It is important to show the strengths and weaknesses of each of the institutions since this data formed the basis for the entire study.

In order to show the areas needing improvement in the various institutions, and to show the relationship of such items reported by both evaluation groups, the items of specific weaknesses are listed in the following discussion.

Self-Evaluation for Institution A

Sections II, III, IV, V, and VII:--All items in each of the five sections were reported as strengths.

Visiting Committee Evaluation  
for Institution A

Section II: Administrative Organization.--Eight items, or 72.7 per cent, were reported strengths. Three, or 27.3 per cent, were reported weaknesses.

Weaknesses were reported for use of the registrar as the responsible certification officer.

Section III: Finances, Resources, and Facilities.--Only three items were reported for this section. One, or 6.7 per cent, was reported a strength. Two, or 13.3 per cent, were reported weaknesses. Twelve, or 80 per cent, were not reported.

Weaknesses were reported for salary schedule for the

laboratory school, and budgeting of finances.

Section IV: Provisions for Staff Personnel.--Fifteen items, or 78.9 per cent, were reported strengths. One, or 5.3 per cent, were reported weaknesses. Three, or 15.8 per cent, were not reported.

The weakness was reported for reasonable service load in terms of balance between different types of work.

Section V: Student Personnel Services.--Nine items, or 52.9 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses. Four, or 23.5 per cent, were not reported.

Weaknesses were reported for personnel services for all students, clinical and remedial services, and effective placement and follow-up services.

Section VII: Off-Campus Services.--Five items, or 71.4 per cent, were reported strengths. None were reported weaknesses. Two, or 28.6 per cent, were not reported.

#### Self-Evaluation for Institution B

Section II: Administrative Organization.--All items, or 100 per cent, were reported as strengths.

Section III: Finances, Resources, and Facilities.--Thirteen items, or 86.7 per cent, were reported strengths. None were reported weaknesses. Two, or 13.3 per cent, were not reported.

Section IV: Provisions for Staff Personnel.--All

items, or 100 per cent, were reported strengths.

Section V: Student Personnel Services.--Fifteen items, or 88.2 per cent, were reported strengths. Two, or 11.8 per cent, were reported weaknesses.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, and application of criteria to the selective admission program.

Section VII: Off-Campus Services.---Six items, or 85.7 per cent, were reported strengths. One, or 14.3 per cent, was reported a weakness. The weakness was reported for providing opportunities to teachers and administrators to improve the quality of their services.

#### Visiting Committee Evaluation for Institution B

Section II: Administrative Organization.---Five items, or 45.5 per cent, were reported strengths. None were reported weaknesses. Six, or 54.5 per cent, were not reported.

Section III: Finances, Resources, and Facilities.---Four items, or 26.7 per cent, were reported strengths. None were reported weaknesses. Eleven, or 73.3 per cent, were not reported.

Section IV: Provisions for Staff Personnel.---Five items, or 26.3 per cent, were reported strengths. Two, or 10.5 per cent, were reported weaknesses. Twelve, or 63.2 per cent, were not reported.

Weaknesses were reported for salary and promotion policies and practices.

Section V: Student Personnel Services.--Two items, or 11.8 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses. Eleven, or 64.7 per cent, were not reported.

Weaknesses were reported for the selective admission program, and utilizing the cumulative record system.

Section VII: Off-Campus Services.--Four items, or 57.1 per cent, were reported strengths. None were reported weaknesses. Three, or 42.9 per cent, were not reported.

#### Self-Evaluation for Institution C

Section II: Administrative Organization.--All items in this section were reported strengths.

Section III: Finances, Resources, and Facilities.--Nine items, or 60 per cent, were reported strengths. Four, or 26.7 per cent, were reported weaknesses. Two, or 13.3 per cent, were not reported.

Weaknesses were reported for suitable office space and seminar rooms, physical plant of the laboratory school, and cooperative effort to improve finances, resources, and facilities for teacher education.

Section IV: Provisions for Staff Personnel.--Eighteen items, or 94.7 per cent, were reported strengths. One, or 5.3 per cent, was reported a weakness.

The weakness was reported for promotion policies and practices.

Section V: Student Personnel Services.--Eleven, or 64.7 per cent, were reported strengths. Six, or 35.3 per cent, were reported weaknesses.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, application of criteria for selective admission, evaluating the student's progress, recognizing the demand for and supply of teachers in guidance, and in clinical and remedial services.

Section VII: Off-Campus Services.--Six items, or 85.7 per cent, were reported strengths. One, or 14.3 per cent, was reported a weakness.

The weakness was reported for providing opportunities to teachers and administrators to improve their services.

Visiting Committee Evaluation  
for Institution C

Section II: Administrative Organization.--One item, or 9.1 per cent, was reported a strength. Four, or 36.4 per cent, were reported weaknesses. Six, or 54.5 per cent, were not reported.

Weaknesses were reported for administrative responsibility and commensurate authority for teacher education, provision for recommendation of applicants for certification, and coordination of all aspects of the program.

Section III: Finances, Resources, and Facilities.--

Five items, or 33.3 per cent, were reported strengths. Five, or 33.3 per cent, were reported weaknesses. Five, or 33.3 per cent, were not reported.

Weaknesses were reported for budgeting of finances, physical plant and equipment for the laboratory school, suitable space for classrooms, and cooperative effort toward improvement of finances, resources, and facilities for teacher education.

Section IV: Provisions for Staff Personnel.--

Five items, or 26.3 per cent, were reported strengths. Five items, or 26.3 per cent, were reported weaknesses. Nine, or 47.4 per cent, were not reported.

Weaknesses were reported for salary and promotion policies and practices, opportunity for professional growth, recognizing merit in research, and a reasonable service load in terms of time and kinds of work.

Section V: Student Personnel Services.--

One item, or 5.9 per cent, was reported a strength. Five, or 29.4 per cent, were reported weaknesses. Eleven, or 64.7 per cent, were not reported.

Weaknesses were reported for applying selective admission criteria, a suitable system of cumulative records, a coordinated program of student personnel services, and special remedial services.

Section VII: Off-Campus Services.--

Four items, or

57.1 per cent, were reported strengths. None were reported weaknesses. Three, or 42.9 per cent, were not reported.

Self-Evaluation for Institution D

Section II: Administrative Organization.--All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Ten items, or 66.7 per cent, were reported strengths. Five, or 33.3 per cent, were reported weaknesses.

Weaknesses were reported for budgeting of finances, financial support and salaries for teacher education compared with other departments, library facilities, and suitable teaching aids.

Section IV: Provisions for Staff Personnel.--Ten items, or 52.6 per cent, were reported strengths. Eight, or 42.1 per cent, were reported weaknesses. One, or 5.3 per cent, was not reported.

Weaknesses were reported for salary, tenure, and promotion policies and practices; recognizing merit in teaching, research, and off-campus services; opportunities for professional growth of staff; and a reasonable service load in terms of balance between different types of work.

Section V: Student Personnel Services.--Twelve items, or 70.6 per cent, were reported strengths. Five, or 29.4 per cent, were reported weaknesses.

Weaknesses were reported for cooperating with other

agencies in selective recruitment, recognizing the demand for and supply of teachers in various fields, clinical and remedial services, and utilizing a suitable system of cumulative records.

Section VII: Off-Campus Services.--Four items, or 57.1 per cent, were reported strengths. Three, or 42.9 per cent, were reported weaknesses.

Weaknesses were reported for defining service relations to school systems, providing services for mutual benefits to both the college and the schools served, and cooperative effort to improve off-campus services.

Visiting Committee Evaluation  
for Institution D

Section II: Administrative Organization.--Nine items, or 81.8 per cent, were reported strengths. One, or 9.1 per cent, was reported a weakness. One, or 9.1 per cent, was not reported.

The weakness was reported for cooperation within the institution.

Section III: Finances, Resources, and Facilities.--Eleven items, or 73.3 per cent, were reported strengths. Two, or 13.3 per cent, were reported weaknesses. Two, or 13.3 per cent, were not reported.

Weaknesses were reported for budgeting of finances, and financial support of teacher education compared with other departments.



Section IV: Provisions for Staff Personnel.--Nine, or 47.4 per cent, were reported strengths. No weaknesses were reported. Ten, or 52.6 per cent, were not reported.

Section V: Student Personnel Services.--Eleven items, or 64.7 per cent, were reported strengths. One, or 5.9 per cent, was reported a weakness. Five, or 29.4 per cent, were not reported.

The weakness was reported for effective placement and follow-up services.

Section VII: Off-Campus Services.--Two items, or 28.6 per cent, were reported strengths. Five, or 71.4 per cent, were reported weaknesses.

Weaknesses were reported for defining service relations to school systems, providing services for mutual benefit to both the college and the schools served, recognizing placement and follow-up as part of its services, providing opportunities to teachers and administrators to improve their services, and engaging in cooperative effort to improve off-campus services.

#### Self-Evaluation for Institution E

Section II: Administrative Organization.--Ten items, or 90.9 per cent, were reported strengths. One, or 9.1 per cent, was reported a weakness.

The weakness was reported for providing a department, school, division, or college qualified to offer a program

leading to a degree in education.

Section III: Finances, Resources, and Facilities.--

All items, or 100 per cent, were reported strengths.

Section IV: Provisions for Staff Personnel.--Fifteen

items, or 78.9 per cent, were reported strengths. Four, or 21.1 per cent, were reported weaknesses.

Weaknesses were reported for adequate staff, participation in selection of new staff members by faculty, and sick leave and promotion policies and practices.

Section V: Student Personnel Services.--Twelve items,

or 70.6 per cent, were reported strengths. Five, or 29.4 per cent, were reported weaknesses.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, applying selective admission criteria, cooperating with other agencies in selective recruitment, remedial services, and placement and follow-up services.

Section VII: Off-Campus Services.--Five items, or

71.4 per cent, were reported strengths. Two, or 28.6 per cent, were reported weaknesses.

Weaknesses were reported for evaluating off-campus services in terms of on-campus standards, and rendering of such services by regular staff members.

Visiting Committee Evaluation  
for Institution E

Section II: Administrative Organization.--Two items, or 18.2 per cent, were reported strengths. Six, or 54.5 per cent, were reported weaknesses. Three, or 27.3 per cent, were not reported.

Weaknesses were reported for recognizing teacher education as a major function, securing the advice of those who have worked with the applicant for certification, cooperation within the institution in developing policies, coordination of all aspects of the program, and cooperative effort to improve internal organization.

Section III: Finances, Resources, and Facilities.--Seven items, or 46.6 per cent, were reported as strengths. Four, or 26.7 per cent, were reported as weaknesses. Four, or 26.7 per cent, were not reported.

Weaknesses were reported for budgeting of finances, financial support of teacher education compared with other departments, salary schedule for the campus laboratory school, and suitable teaching aids and equipment.

Section IV: Provisions for Staff Personnel.--Five items, or 26.3 per cent, were reported strengths. Two, or 10.5 per cent, were reported weaknesses. Twelve, or 63.2 per cent, were not reported.

Weaknesses were reported for sick leave policies and practices, and a reasonable service load in terms of time

and the kinds of work.

Section V: Student Personnel Services.--Four items, or 23.5 per cent, were reported strengths. One, or 5.9 per cent, was reported a weakness. Twelve, or 70.6 per cent, were not reported.

The weakness was reported for cooperating with other agencies in selective recruitment.

Section VII: Off-Campus Services.--Two items, or 28.6 per cent, were reported strengths. Four, or 57.1 per cent, were reported weaknesses. One, or 14.3 per cent, was not reported.

Weaknesses were reported for defining services to school systems, services rendered by staff members as part of their teaching load, placement and follow-up services, and cooperative effort to improve off-campus services.

#### Self-Evaluation for Institution F

Section II: Administrative Organization.--All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Ten items, or 66.6 per cent, were reported strengths. One, or 6.7 per cent, was reported a weakness. Four, or 26.7 per cent, were not reported.

The weakness was reported for laboratory facilities.

Section IV: Provisions for Staff Personnel.--Eleven items, or 57.9 per cent, were reported strengths. Eight or

42.1 per cent, were reported weaknesses.

Weaknesses were reported for participation in selection of new staff members by the faculty; salary, tenure, and promotion policies and practices; such policies and practices recognizing merit in teaching, research, and off-campus services.

Section V: Student Personnel Services.--Fifteen items, or 88.2 per cent, were reported strengths. Two, or 11.8 per cent, were reported weaknesses.

Weaknesses were reported for guidance services in planning the student's program and evaluating his progress.

Section VII: Off-Campus Services.---Seven items, or 100 per cent, were reported strengths.

Visiting Committee Evaluation  
for Institution F

Section II: Administrative Organization.---All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.---Seven items, or 46.6 per cent, were reported strengths. One, or 6.6 per cent, was reported a weakness. Seven, or 46.6 per cent, were not reported.

The weakness was reported for laboratory facilities.

Section IV: Provisions for Staff Personnel.---Four items, or 21.1 per cent, were reported strengths. Three, or 15.7 per cent, were reported weaknesses. Twelve, or 63.2 per cent, were not reported.

Weaknesses were reported for salary, tenure, and promotion policies.

Section V: Student Personnel Services.--Eleven items, or 64.7 per cent, were reported strengths. Two, or 11.8 per cent, were reported weaknesses. Four, or 23.5 per cent, were not reported.

Weaknesses were reported for utilizing a suitable system of cumulative records, and effective placement and follow-up services.

Section VII: Off-Campus Services.--All items, or 100 per cent, were reported as strengths.

#### Self-Evaluation for Institution G

Section II: Administrative Organization.--Ten items, or 90.9 per cent, were strengths. One, or 9.1 per cent, was reported a weakness.

The weakness was reported for cooperative effort toward improvement of internal organization.

Section III: Finances, Resources, and Facilities.--Eleven items, or 73.3 per cent, were reported strengths. Four, or 26.7 per cent, were not reported.

Section IV: Provisions for Staff Personnel.--Eighteen items, or 94.7 per cent, were reported strengths. One, or 5.3 per cent, was reported a weakness.

The weakness was reported for salary policies and practices.

Section V: Student Personnel Services.--Twelve, or 70.6 per cent, were reported strengths. Five, or 29.4 per cent, were reported weaknesses.

Weaknesses were reported for applying criteria for selective admission, recognizing the demand for and supply of teachers in various fields, cooperating in selective recruitment, and for clinical and remedial services.

Section VII: Off-Campus Services.--All items, or 100 per cent, were reported strengths.

Visiting Committee Evaluation  
for Institution G

Section II: Administrative Organization.--Seven items, or 63.6 per cent, were reported strengths. None were reported weaknesses. Four, or 36.4 per cent, were not reported.

Section III: Finances, Resources, and Facilities.--Ten items, or 66.7 per cent, were reported strengths. Two, or 13.3 per cent, were reported weaknesses. Three, or 20 per cent, were not reported.

Weaknesses were reported for physical plant and equipment for the laboratory school.

Section IV: Provisions for Staff Personnel.--Five items, or 26.3 per cent, were reported strengths. Four, or 21.1 per cent, were reported weaknesses. Ten, or 52.6 per cent, were not reported.

Weaknesses were reported for adequate staff,

faculty participation in selection of new staff members, and recognizing merit in teaching and research.

Section V: Student Personnel Services.--Five items, or 29.4 per cent, were reported strengths. Three, or 17.6 per cent, were reported weaknesses. Nine, or 52.9 per cent, were not reported.

Weaknesses were reported for personnel services for all students, a suitable system of cumulative records, and cooperative effort toward improvement of student personnel services.

Section VII: Off-Campus Services.--Two items, or 28.6 per cent, were reported strengths. Two, or 28.6 per cent were reported weaknesses. Three, or 42.8 per cent, were not reported.

Weaknesses were reported for providing opportunities to teachers and administrators to improve their services, and cooperative effort to improve off-campus services.

#### Self-Evaluation for Institution H

Section II: Administrative Organization.--All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--All items, or 100 per cent, were reported strengths.

Section IV: Provisions for Staff Personnel.--Eighteen items, or 94.7 per cent, were reported strengths. One, or 5.3 per cent, was reported a weakness.



The weakness was reported for adequate clerical help.

Section V: Student Personnel Services.--Fourteen items, or 82.4 per cent, were reported strengths. Five, or 29.4 per cent, were reported weaknesses. Seven, or 41.2 per cent, were not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring formal application to teacher education, developing and applying criteria for admission to teacher education, and effective placement and follow-up services.

Section VII: Off-Campus Services.--Two items, or 28.6 per cent, were reported strengths. None were reported weaknesses. Five, or 71.4 per cent, were not reported.

#### Self-Evaluation for Institution I

Section II: Administrative Organization.--Eight items, or 72.7 per cent, were reported strengths. Three, or 27.3 per cent, were reported weaknesses.

Weaknesses were reported for cooperation within the institution, coordination of all aspects of the program, and cooperative effort toward improvement of internal organization.

Section III: Finances, Resources, and Facilities.--Twelve items, or 80 per cent, were reported strengths. Three, or 20 per cent, were reported weaknesses.

Weaknesses were reported for physical plant,

equipment, and salary schedule for the laboratory school.

Section IV: Provisions for Staff Personnel.--Fourteen items, or 73.7 per cent, were reported strengths. Five, or 26.3 per cent, were reported weaknesses.

Weaknesses were reported for adequate staff, faculty participation in the selection of new staff members, salary policies and practices, adequate clerical help, and a reasonable service load in terms of time and kinds of work.

Section V: Student Personnel Services.--Eleven items, or 64.7 per cent, were reported strengths. Six, or 35.3 per cent, were reported weaknesses.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring a formal application to teacher education, and developing and applying criteria for selective admission.

Section VII: Off-Campus Services.--Six items, or 85.7 per cent, were reported strengths. One, or 14.3 per cent, was reported a weakness.

The weakness was reported for placement and follow-up services.

Visiting Committee Evaluation  
for Institution I

Section II: Administrative Organization.--Two items, or 18.2 per cent, were reported strengths. Five, or 45.5 per cent were reported weaknesses. Four, or 36.4 per cent

were not reported.

Weaknesses were reported for administrative authority and responsibility, recommendation of applicants for certification, and cooperation toward improvement of all aspects of teacher education.

Section III: Finances, Resources, and Facilities.--

Four items, or 26.7 per cent, were reported strengths. One, or 6.7 per cent, was reported a weakness. Ten, or 66.6 per cent, were not reported.

The weakness was reported for suitable teaching aids and equipment.

Section IV: Provisions for Staff Personnel.--

Eight items, or 42.1 per cent, were reported strengths. Six, or 31.6 per cent, were reported weaknesses. Five, or 26.3 per cent, were not reported.

Weaknesses were reported for adequate staff, faculty participation in selection of new staff members, salary and sick leave policies and practices, adequate clerical help, and reasonable service load in terms of time and kinds of work.

Section V: Student Personnel Services.--

One item, or 5.9 per cent, was reported a strength. Three, or 17.6 per cent, were reported weaknesses. Thirteen, or 76.5 per cent, were not reported.

Weaknesses were reported for requiring formal application to teacher education, and developing and applying criteria for selective admission to teacher education.

Section VII: Off-Campus Services.--Four items, or 57.1 per cent, were reported strengths. One, or 14.3 per cent, was reported a weakness. Two, or 28.6 per cent, were not reported.

The weakness was reported for rendering off-campus services by regular staff members as part of their regular load.

#### Self-Evaluation for Institution J

Section II: Administrative Organization.--All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Twelve items, or 80 per cent, were reported strengths. None were reported as weaknesses. Three, or 20 per cent, were not reported.

Section IV: Provisions for Staff Personnel.--Four items, or 73.7 per cent, were reported strengths. Three, or 15.8 per cent, were reported weaknesses. Two, or 10.5 per cent, were not reported.

Weaknesses were reported for promotion and sabbatical leave policies and practices, and recognizing merit in off-campus services.

Section V: Student Personnel Services.--Nine items, or 52.9 per cent, were reported strengths. Seven, or 41.2 per cent were reported weaknesses. One, or 5.9 per cent, was not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring formal application to teacher education, developing criteria for selective admission, cooperating with other agencies in selective recruitment, faculty participation in improving guidance services, and providing clinical services.

Section VII: Off-Campus Services.--Four items, or 57.1 per cent, were reported strengths. One, or 14.3 per cent, was reported a weakness. Two, or 28.6 per cent, were not reported.

The weakness was reported for cooperative effort to improve off-campus services.

Visiting Committee Evaluation  
for Institution J

Section II: Administrative Organization.--Seven items, or 63.6 per cent, were reported strengths. One, or 9.1 per cent, was reported a weakness. Three, or 17.3 per cent, were not reported.

The weakness was reported for securing advice and counsel of those who have worked with the applicant for certification.

Section III: Finances, Resources, and Facilities.--Eleven, or 73.3 per cent were reported strengths. One, or 6.7 per cent, was reported a weakness. Three, or 20 per cent, were not reported.

The weakness was reported for suitable teaching aids and equipment.

Section IV: Provisions for Staff Personnel.--Two, or 10.5 per cent, were reported strengths. Ten, or 52.6 per cent, were reported weaknesses. Seven, or 36.8 per cent, were not reported.

Weaknesses were reported for adequate staff; faculty participation in the selection of new staff members; salary, tenure, promotion, sabbatical leave, and sick leave policies and practices; a reasonable service load in terms of time and kinds of work and balance between kinds of work; and opportunity for professional growth.

Section V: Student Personnel Services.--Nine items, or 52.9 per cent, were reported strengths. Five, or 29.4 per cent, were reported weaknesses. Three, or 17.6 per cent, were not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general education and admission to teacher education, developing and applying criteria for selective admission, and utilizing a suitable system of cumulative records.

Section VII: Off-Campus Services.--The committee stated that it did not wish the responsibility for making this evaluation.

Self-Evaluation for Institution K

Section II: Administrative Organization.--All eleven items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Eleven items, or 73.3 per cent, were reported strengths. One, or 6.7 per cent, was reported a weakness. Three, or 20 per cent, were not reported.

The weakness was reported for suitable space for conference rooms.

Section IV: Provisions for Staff Personnel.--Fourteen items, or 73.7 per cent, were reported strengths. Five, or 26.3 per cent, were reported weaknesses.

Weaknesses were reported for salary, promotion, tenure, sabbatical leave, and sick leave policies and practices.

Section V: Student Personnel Services.--Fifteen items, or 88.2 per cent, were reported strengths. Two, or 11.8 per cent, were reported weaknesses.

Weaknesses were reported for recognizing a difference between applying criteria for selective admission, and recognizing a difference between requirements for admission to general college work and admission to teacher education.

Section VII: Off-Campus Services.--Three items, or 42.9 per cent, were reported strengths. Four, or 57.1 per cent, were reported weaknesses.

Weaknesses were reported for defining service

relations, providing services for mutual benefits to both the college and the schools served, off-campus services rendered by regular staff members, and placement and follow-up services.

Visiting Committee Evaluation  
for Institution K

Section II: Administrative Organization.--Three items, or 27.3 per cent, were reported strengths. Six, or 54.5 per cent, were reported weaknesses. Two, or 18.2 per cent, were not reported.

Weaknesses were reported for recognizing teacher education as a major function, administrative authority and responsibility, securing advice of those who have worked with applicant for certification, cooperation in developing policies, coordination of all aspects of the program, and cooperative effort to improve internal organization.

Section III: Finances, Resources, and Facilities.--Three items, or 20 per cent, were reported strengths. Ten, or 66.7 per cent, were reported weaknesses. Two, or 13.3 per cent, were not reported.

Weaknesses were reported for financial support of teacher education compared with other departments; financial support of physical plant; equipment and salary schedule of campus laboratory school; suitable space for classroom, workshop, laboratory, seminar, and conference rooms; library facilities; and suitable teaching aids.

Section IV: Provisions for Staff Personnel.-- No



strengths were reported. Thirteen items, or 68.4 per cent, were reported weaknesses. Six, or 31.6 per cent, of the items were not reported.

Weaknesses were reported for adequate staff; faculty participation in the selection of new staff members; adequate salary, tenure, promotion, sick leave, and sabbatical leave policies and practices; recognizing merit in research and off-campus services; adequate clerical help; opportunities for professional growth; and a reasonable service load in terms of time and kinds of work and balance between different types of work.

Section V: Student Personnel Services.--Seven items, or 41.2 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses. Six, or 35.3 per cent, were not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, faculty participation in providing guidance services, effective placement and follow-up services, and cooperative effort to improve student personnel services.

Section VII: Off-Campus Services.--Three, or 42.9 per cent, were reported strengths. One, or 14.2 per cent, was reported a weakness. Three, or 42.9 per cent, were not reported.

The weakness was reported for placement and follow-up services.

Self-Evaluation for Institution I

Section II: Administrative Organization.--Nine items, or 81.8 per cent, were reported strengths. One, or 9.1 per cent, was reported a weakness. One, or 9.1 per cent, was not reported.

The weakness was reported for coordination of all aspects of the program.

Section III: Finances, Resources, and Facilities.--Twelve items, or 80 per cent, were reported strengths. Three, or 20 per cent, were reported weaknesses.

Weaknesses were reported for physical plant, equipment, and salary schedule of the campus laboratory school.

Section IV: Provisions for Staff Personnel.--Fifteen items, or 78.9 per cent, were reported strengths. Three, or 15.8 per cent, were reported weaknesses. One, or 5.3 per cent, was not reported.

Weaknesses were reported for adequate staff, recognizing merit in research, and a reasonable service load in terms of time and the kinds of work.

Section V: Student Personnel Services.--Thirteen items, or 76.5 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses.

Weaknesses were reported for special clinical, counselling, and remedial services; and cooperating in selective recruitment.

Section VII: Off-Campus Services.--Two items, or

28.6 per cent, were reported strengths. Three, or 42.8 per cent were reported weaknesses. Two, or 28.6 per cent, were not reported.

Weaknesses were reported for the need to define service relations, rendering off-campus services by regular staff members, and cooperating to improve off-campus services.

Visiting Committee Evaluation  
for Institution I

Section II: Administrative Organization.--Four items, or 36.4 per cent, were reported weaknesses. Three, or 27.2 per cent, were not reported.

Weaknesses were reported for recommendation of applicants for certification, cooperation within the institution, coordination of all aspects of the program, and cooperating to improve internal organization.

Section III: Finances, Resources, and Facilities.--One item, or 6.7 per cent, was reported a strength. One, or 6.7 per cent, was reported a weakness. Thirteen, or 86.6 per cent, were not reported.

The weakness was reported for budgeting of finances.

Section IV: Provisions for Staff Personnel.--Five items, or 26.3 per cent, were reported strengths. Three, or 15.8 per cent, were reported weaknesses. Eleven, or 57.9 per cent, were not reported.

Weaknesses were reported for a reasonable service load in terms of time and kinds of work, and balance between

work; and cooperating toward improvement of policies.

Section V: Student Personnel Services.--One item, or 29.4 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses. Eight, or 47.1 per cent, were not reported.

Weaknesses were reported for requiring formal application for admission to teacher education, utilizing a suitable system of cumulative records, effective placement and follow-up services, and cooperative effort to improve student personnel services.

Section VII: Off-Campus Services.--One item, or 14.2 per cent, was reported a strength. Three, or 42.9 per cent, were reported weaknesses. Three, or 42.9 per cent, were not reported.

Weaknesses were reported for providing services for mutual benefit to both the college and the school served, follow-up services and placement services, and cooperative effort to improve off-campus services.

#### Self-Evaluation for Institution M

Section II: Administrative Organization.--All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Twelve items, or 80 per cent, were reported strengths. Three, or 20 per cent, were not reported.

Section IV: Provisions for Staff Personnel.--Fifteen

items, or 78.9 per cent, were reported strengths. Four, or 21.1 per cent, were reported weaknesses.

The weaknesses were reported for adequate staff, recognizing merit in research, and a reasonable service load in terms of time and kinds of work.

Section V: Student Personnel Services.--Fifteen items, or 88.2 per cent, were reported strengths. Two, or 11.8 per cent, were reported weaknesses.

Weaknesses were reported for requiring formal application, and applying criteria for selective admission.

Section VII: Off-Campus Services.--Seven items, or 100 per cent, were reported strengths.

#### Visiting Committee Evaluation for Institution M

Section II: Administrative Organization.--No strengths were reported. Seven items, or 63.6 per cent, were reported weaknesses. Four, or 36.4 per cent, were not reported.

Weaknesses were reported for administrative responsibility and authority, recommendation of applicant for certification, cooperation within the institution in developing policies, coordination of all aspects of the program, and cooperative effort to improve internal organization.

Section III: Finances, Resources, and Facilities.--Two items, or 13.3 per cent, were reported strengths. Eight, or 53.3 per cent, were reported weaknesses. Five, or 33.3

per cent were not reported.

Weaknesses were reported for suitable space for classroom, workshop, laboratory, seminar, conference, and office; financial support of teacher education compared with other departments; and cooperative effort toward improvement of finances, resources, and facilities.

Section IV: Provisions for Staff Personnel.--Eight items, or 42.1 per cent, were reported strengths. Four, or 21.1 per cent, were reported weaknesses. Seven, or 36.8 per cent, were not reported.

Weaknesses were reported for adequate staff, promotion policies and practices, and a reasonable service load in terms of time and kinds of work, and balance between work.

Section V: Student Personnel Services.--Three items, or 17.6 per cent, were reported strengths. Nine, or 52.9 per cent, were reported weaknesses. Five, or 29.4 per cent, were not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, developing and applying criteria for selective admission, planning the student's program, recognizing the demand for and supply of teachers in various fields, providing counselling services, utilizing a suitable system of cumulative records, and effective placement and follow-up services.

Section VII: Off-Campus Services.--No strengths were

reported for this section. Three, or 42.9 per cent, were reported weaknesses. Four, or 57.1 per cent, were not reported.

Weaknesses were reported for rendering off-campus services by regular staff members, evaluating off-campus services in terms of on-campus standards, and placement and follow-up services.

### Self-Evaluation for Institution N

Section II: Administrative Organization.--Eight items, or 72.7 per cent, were reported strengths. Three, or 27.3 per cent, were reported weaknesses.

Weaknesses were reported for cooperation within the institution, coordination of all aspects of the program, and cooperation for improving internal organization.

Section III: Finances, Resources, and Facilities.--Eleven items, or 73.3 per cent, were reported strengths. One, or 6.7 per cent, was reported a weakness. Three, or 20 per cent, were not reported.

The weakness was reported for cooperative effort to improve finances, resources, and facilities.

Section IV: Provisions for Staff Personnel.--Fourteen items, or 73.7 per cent, were reported strengths. Five, or 26.3 per cent, were reported weaknesses.

Weaknesses were reported for sabbatical leave policies, adequate clerical help, opportunities for professional growth,

and reasonable service load in terms of time and kinds of work and balance between work.

Section V: Student Personnel Services.--Eleven, or 64.7 per cent, were reported strengths. Five, or 29.4 per cent, were reported weaknesses. One, or 5.9 per cent, was not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring formal application, developing criteria for selective admission, providing a comprehensive and coordinated guidance program, and utilizing a suitable system of cumulative records.

Section VII: Off-Campus Services.--All items, or 100 per cent, were reported strengths.

#### Visiting Committee Evaluation for Institution N

Section II: Administrative Organization.--Ten items, or 90.9 per cent, were reported strengths. No weaknesses were reported. One, or 9.1 per cent, was not reported.

Section III: Finances, Resources, and Facilities.--Twelve items, or 80 per cent, were reported strengths. No weaknesses were reported. Three items, or 20 per cent were not reported.

Section IV: Provisions for Staff Personnel.--One item, or 5.3 per cent, was reported a strength. Four, or 21.1 per cent, were reported weaknesses. Fourteen, or 73.6



per cent, were not reported.

Weaknesses were reported for adequate staff, sabbatical leave policies, opportunities for professional growth, and a reasonable service load in terms of time and kinds of work.

Section V: Student Personnel Services.--Nine items, or 52.9 per cent, were reported strengths. Six, or 35.3 per cent, were reported weaknesses. Two, or 11.8 per cent, were not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring formal application to teacher education, developing and applying criteria for selective admission, utilizing a suitable system of cumulative records, and cooperative effort to improve student personnel services.

#### Self-Evaluation for Institution 0

Section II: Administrative Organization.--Eleven items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Ten items, or 66.7 per cent, were reported strengths. Two, or 13.3 per cent were reported weaknesses. Three, or 20 per cent, were not reported.

Weaknesses were reported for suitable space for workshop and seminar.

Section IV: Provisions for Staff Personnel.--Eleven items, or 57.9 per cent, were reported strengths. Eight, or 42.1 per cent, were reported weaknesses.

Weaknesses were reported for promotion, sabbatical leave, and sick leave policies and practices; faculty participation in the selection of new staff members; recognizing merit in research and off-campus services; and a reasonable service load in terms of time and kinds of work and balance between work.

Section V: Student Personnel Services.--Thirteen items, or 76.5 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses.

Weaknesses were reported for application of criteria for selective admission, cooperating in selective recruitment, and clinical and remedial services.

Section VII: Off-Campus Services.--One, or 14.3 per cent, was reported a strength. Five, or 71.4 per cent, were reported weaknesses. One, or 14.3 per cent was not reported.

Weaknesses were reported for defining service relations, planning services for mutual benefit of both college and school served, rendering off-campus services by regular staff members, opportunities for teachers and administrators to improve their services, and cooperative effort to improve off-campus services.

Visiting Committee Evaluation  
for Institution 0

Section II: Administrative Organization.--Four items, or 36.4 per cent, were reported strengths. Four, or 36.4 per cent, were reported weaknesses. Three, or 27.2 per cent, were not reported.

Weaknesses were reported for administrative responsibility and commensurate authority, securing advice of those who have worked with applicant for certification, and coordination of all aspects of the program.

Section III: Finances, Resources, and Facilities.--Three items, or 20 per cent, were reported strengths. Eleven, or 73.3 per cent, were reported weaknesses. One, or 6.7 per cent, were not reported.

Weaknesses were reported for budgeting of finances; physical plant, equipment and salary schedule for the laboratory school; library facilities; suitable teaching aids and equipment; suitable space for classroom, workshop, laboratory, seminar, and conference.

Section IV: Provisions for Staff Personnel.--Seven items, or 36.8 per cent, were reported strengths. Four, or 21.1 per cent, were reported weaknesses. Eight, or 42.1 per cent, were not reported.

Weaknesses were reported for public school experience of faculty, sabbatical leave policies and practices, recognizing merit in research, and a reasonable service load in

terms of balance between different types of work.

Section V: Student Personnel Services.--Nine items, or 52.9 per cent, were reported strengths. Two, or 11.8 per cent, were reported weaknesses. Six, or 35.3 per cent, were not reported.

Weaknesses were reported for application of criteria for selective admission and effective placement and follow-up services.

Section VII: Off-Campus Services.--Two items, or 28.6 per cent, were reported strengths. Two, or 28.6 per cent, were reported weaknesses. Three, or 42.8 per cent, were not reported.

Weaknesses were reported for defining service relations and cooperative effort to improve off-campus services.

#### Self-Evaluation for Institution P

Section II: Administrative Organization.--All items, or 100 per cent, were reported strengths.

Section III: Finances, Resources, and Facilities.--Eleven items, or 73.3 per cent, were reported strengths. One, or 6.7 per cent, was reported a weakness. Three, or 20 per cent, were not reported.

The weakness was reported for suitable space for conference.

Section IV: Provisions for Staff Personnel.--Ten items, or 52.6 per cent were reported strengths. Nine, or

47.4 per cent, were not reported.

Section V: Student Personnel Services.--Thirteen items, or 76.5 per cent, were reported strengths. Four, or 23.5 per cent, were reported weaknesses.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring formal application to teacher education, developing criteria for selective admission, and providing clinical services.

Section VII: Off-Campus Services.--All items, or 100 per cent, were reported strengths.

Visiting Committee Evaluation  
for Institution P

Section II: Administrative Organization.--One item, or 9.1 per cent, was reported a strength. Three, or 27.3 per cent, were reported weaknesses. Seven, or 63.6 per cent, were not reported.

Weaknesses were reported for cooperation within the institution, coordination of all aspects of the program, and cooperative effort to improve internal organization.

Section III: Finances, Resources, and Facilities.--Six items, or 40 per cent, were reported strengths. Two, or 13.3 per cent, were reported weaknesses. Seven, or 46.7 per cent, were not reported.

Weaknesses were reported for library facilities and suitable teaching aids.

Section IV: Provisions for Staff Personnel.--Five items, or 26.3 per cent, were reported strengths. None were reported weaknesses. Fourteen, or 73.7 per cent, were not reported.

Section V: Student Personnel Services.--Two items, or 11.8 per cent, were reported strengths. None were reported weaknesses. Four, or 57.1 per cent, were not reported.

Self-Evaluation for Institution Q

Section II: Administrative Organization.--All eleven items, or 100 per cent were reported strengths.

Section III: Finances, Resources, and Facilities.--Nine items, or 60 per cent, were reported strengths. Six, or 40 per cent, were reported weaknesses.

Weaknesses were reported for budgeting of finances; physical plant, equipment, and salary schedule of the laboratory school; suitable teaching aids; and suitable space for workshop.

Section IV: Provisions for Staff Personnel.--Sixteen items, or 84.2 per cent, were reported strengths. Three, or 15.8 per cent, were reported weaknesses.

Weaknesses were reported for professional qualifications of faculty candidates, and salary schedule and promotion policies and practices.

Section V: Student Personnel Services.--Ten items, or 58.8 per cent, were reported strengths. Seven, or 41.2

per cent, were reported weaknesses.

Weaknesses were reported for requiring formal application to teacher education, applying criteria for selective admission, recognizing the demand for and supply of teachers in various fields, cooperating in selective recruitment, clinical and remedial services, and utilizing a suitable system of cumulative records.

Visiting Committee Evaluation  
for Institution Q

Section II: Administrative Organization.--Five items, or 45.4 per cent, were reported strengths. Four, or 36.4 per cent, were reported weaknesses. Two, or 18.2 per cent, were not reported.

Weaknesses were reported for securing advice of those who have worked with applicant for certification, cooperation within the institution in developing policies, coordination of all aspects of the program, and cooperative effort to improve internal organization.

Section III: Finances, Resources, and Facilities.--Six items, or 40 per cent, were reported strengths. Seven, or 46.7 per cent, were reported weaknesses. Two, or 13.3 per cent, were not reported.

Weaknesses were reported for budgeting of finances; suitable teaching aids; and providing suitable space for classroom, workshop, laboratory, seminar, and conference.

Section IV: Provisions for Staff Personnel.--Nine

items, or 47.4 per cent, were reported strengths. Three, or 15.8 per cent, were reported weaknesses. Seven, or 36.8 per cent, were not reported.

Weaknesses were reported for personal and professional qualification of the staff and for salary and promotion policies and practices.

Section V: Student Personnel Services.--No strengths were reported for this section. Nine items, or 52.9 per cent, were reported weaknesses. Eight, or 47.1 per cent, were not reported.

Weaknesses were reported for recognizing a difference between requirements for admission to general college work and admission to teacher education, requiring formal application to teacher education, developing and applying criteria for selective admission, providing a comprehensive student personnel service, recognizing the demand for and supply of teachers, faculty participation in providing guidance services, utilizing a suitable system of cumulative records, and effective placement and follow-up services.

Section VII: Off-Campus Services.--One item, or 14.3 per cent, was reported a strength. Two, or 28.6 per cent, were reported weaknesses. Four, or 57.1 per cent, were not reported.

Weaknesses were reported for defining service relations, and placement and follow-up services.



Strengths and Weaknesses of Items Reported for Each  
Institution by the Self-Evaluation Committees  
For Section II: Administrative Organization

TABLE 95

IS THE INTERNAL ORGANIZATION OF THE INSTITUTION SUCH THAT (1) ADMINISTRATIVE  
 RESPONSIBILITY FOR TEACHER EDUCATION IS DEFINITELY DESIGNATED.  
 AND (2) PROVISIONS ARE MADE FOR INSTITUTION-WIDE COOPERATION  
 IN DEVELOPING TEACHER EDUCATION PROGRAMS

Institution	Eleven Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	11	100				
B.....	11	100				
C.....	11	100				
D.....	11	100				
E.....	10	90.9	1	9.1		
F.....	11	100				
G.....	10	90.9	1	9.1		
H.....	11	100				
I.....	8	72.7	3	27.3		
J.....	11	100				

TABLE 95--Continued

Institution	Eleven Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
K.....	11	100				
L.....	9	81.8	1	9.1	1	9.1
M.....	11	100				
N.....	8	72.7	3	27.3		
O.....	11	100				
P.....	11	100				
Q.....	11	100				
Totals...	177	94.7	9	4.8	1	.5

Strengths and Weaknesses of Items Reported for Each  
Institution by the Visiting Committees for Section  
II: Administrative Organization

TABLE 96

IS THE INTERNAL ORGANIZATION OF THE INSTITUTION SUCH THAT (1) ADMINISTRATIVE  
 RESPONSIBILITY FOR TEACHER EDUCATION IS DEFINITELY DESIGNATED  
 AND (2) PROVISIONS ARE MADE FOR INSTITUTION-WIDE COOPERATION  
 IN DEVELOPING TEACHER EDUCATION PROGRAMS

Eleven Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	8	72.7	3	27.3		
B.....	5	45.5			6	54.5
C.....	1	9.1	4	36.4	6	54.5
D.....	9	81.8	1	9.1	1	9.1
E.....	2	18.2	6	54.5	3	27.3
F.....	11	100				
G.....	7	63.6			4	36.4
H.....	7	63.6	2	18.2	2	18.2
I.....	2	18.2	5	45.5	4	36.4
J.....	7	63.6	1	9.1	3	27.3

TABLE 96--Continued

Eleven Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
K.....	3	27.3	6	54.5	2	18.2
L.....	4	36.4	4	36.4	3	27.2
M.....			7	63.6	4	36.4
N.....	10	90.9			1	9.1
O.....	4	36.4	4	36.4	3	27.2
P.....	1	9.1	3	27.3	7	63.6
Q.....	5	45.4	4	36.4	2	18.2
Totals..	86	45.9	50	26.7	51	27.3

Strengths and Weaknesses of Items Reported for Each  
Institution by the Self-Evaluation Committees for  
Section III: Finances, Resources, and Facilities

TABLE 97

ARE ADEQUATE FINANCES, RESOURCES, AND FACILITIES PROVIDED  
FOR EFFECTIVE TEACHER EDUCATION PROGRAMS

Institution	Fifteen Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	15	100				
B.....	13	86.7				
C.....	9	60.0	4	26.7	2	13.3
D.....	10	66.7	5	33.3		
E.....	15	100				
F.....	10	66.6	1	6.7	4	26.7
G.....	11	73.3			4	26.7
H.....	15	100				
I.....	12	80.0	3	20.0		
J.....	12	80			3	20.0
K.....	11	73.3	1	6.7	3	20.0

TABLE 97--Continued

Fifteen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
L.....	12	80.0	3	20		
M.....	12	80.0			3	20.0
N.....	11	73.3	1	6.7	3	20.0
O.....	10	66.7	2	13.3	3	20.0
P.....	11	73.3	1	6.7	3	20.0
Q.....	9	60.0	6	40.0		
Totals...	198	77.6	27	10.6	30	11.8

Strengths and Weaknesses of Items Reported for Each  
Institution by the Visiting Committees for Section  
III: Finances, Resources, and Facilities

TABLE 98

ARE ADEQUATE FINANCES, RESOURCES, AND FACILITIES PROVIDED  
FOR EFFECTIVE TEACHER EDUCATION PROGRAMS

Fifteen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	1	6.7	2	13.3	12	80.0
B.....	4	26.7			11	73.3
C.....	5	33.3	5	33.3	5	33.3
D.....	11	73.3	2	13.3	2	13.3
E.....	7	46.6	4	26.7	4	26.7
F.....	7	46.6	1	6.6	7	46.7
G.....	10	66.7	2	13.3	3	20.0
H.....	13	86.6	1	6.7	1	6.7
I.....	4	26.7	1	6.7	10	66.6
J.....	11	73.3	1	6.7	3	20.0
K.....	3	20.0	10	66.7	2	13.3

TABLE 98--Continued

Fifteen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number-	Per Cent
L.....	1	6.7	1	6.7	13	86.6
M.....	2	13.3	8	53.3	5	33.3
N.....	12	80.0			3	20.0
O.....	3	20.0	11	73.3	1	6.7
P.....	6	40.0	2	13.3	7	46.7
Q.....	6	40.0	7	46.7	2	13.3
Totals...	106	41.6	58	22.7	91	35.7



Strengths and Weaknesses of Items Reported for Each  
Institution by the Self-Evaluation Committees for  
Section IV: Provisions for Staff Personnel

TABLE 99

DOES THE INSTITUTION HAVE ADEQUATE PROVISIONS FOR THE SELECTION,  
RETENTION, AND CONTINUED PROFESSIONAL GROWTH OF PERSONNEL  
NEEDED TO CARRY ON THE PROGRAM

Nineteen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	19	100				
B.....	19	100				
C.....	18	94.7	1	5.3		
D.....	10	52.6	8	42.1	1	5.3
E.....	15	78.9	4	21.1		
F.....	11	57.9	8	42.1		
G.....	18	94.7	1	5.3		
H.....	18	94.7	1	5.3		
I.....	14	73.7	5	26.3		
J.....	14	73.7	3	15.8	2	10.5
K.....	14	73.7	5	26.3		

TABLE 99--Continued

Institution	Nineteen Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
L.....	15	78.9	3	15.8	1	5.3
M.....	15	78.9	4	21.1		
N.....	14	73.7	5	26.3		
O.....	11	57.9	8	42.1		
P.....	10	52.6			9	47.4
Q.....	16	84.2	3	15.8		
Totals...	251	77.7	59	18.3	13	4.0

Strengths and Weaknesses of Items Reported for Each  
Institution by the Visiting Committees for Section  
IV: Provisions for Staff Personnel

TABLE 100

DOES THE INSTITUTION HAVE ADEQUATE PROVISIONS FOR THE SELECTION,  
RETENTION, AND CONTINUED PROFESSIONAL GROWTH OF PERSONNEL  
NEEDED TO CARRY ON THE PROGRAM

Nineteen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	15	78.9	1	5.3	1	5.3
B.....	5	26.3	2	10.5	12	63.2
C.....	5	26.3	5	26.3	9	47.4
D.....	9	47.4			10	52.6
E.....	5	26.3	2	10.5	12	63.2
F.....	4	21.1	3	15.7	12	63.2
G.....	5	26.3	4	21.1	10	52.6
H.....	10	52.6	1	5.3	8	42.1
I.....	8	42.1	6	31.6	5	26.3
J.....	2	10.5	10	52.6	7	36.8
K.....			13	68.4	6	31.6

TABLE 100--Continued

Institution	Nineteen Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number-	Per Cent	Number	Per Cent
L.....	5	26.3	3	15.8	11	57.9
M.....	8	42.1	4	21.1	7	36.8
N.....	1	5.3	4	21.1	14	73.6
O.....	7	36.8	4	21.1	8	42.1
P.....	5	26.3			14	73.7
Q.....	9	47.4	3	15.8	7	36.8
Totals...	103	31.9	65	20.1	155	47.9

Strengths and Weaknesses of Items Reported for Each  
Institution by the Self-Evaluation Committees for  
Section V: Student Personnel Services

TABLE 101

ARE PROVISIONS MADE FOR EFFECTIVE SELECTION, ADMISSION, GUIDANCE,  
 PLACEMENT, AND FOLLOW-UP OF PERSONS WHO ENTER AND COMPLETE  
 TEACHER EDUCATION PROGRAMS

Seventeen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	17	100				
B.....	15	88.2	2	11.8		
C.....	11	64.7	6	35.3		
D.....	12	70.6	5	29.4		
E.....	12	70.6	5	29.4		
F.....	15	88.2	2	11.8		
G.....	12	70.6	5	29.4		
H.....	14	82.4	3	17.6		
I.....	11	64.7	6	35.3		
J.....	9	52.9	7	41.2	1	5.9

TABLE 101--Continued

Institution	Seventeen Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
K.....	15	88.2	2	11.8		
L.....	13	76.5	4	23.5		
M.....	15	88.2	2	11.8		
N.....	11	64.7	5	29.4	1	5.9
O.....	13	76.5	4	23.5		
P.....	13	76.5	4	23.5		
Q.....	10	58.8	7	41.2		
Totals.....	218	75.4	69	23.9	2	.7

Strengths and Weaknesses of Items Reported for Each  
Institution by the Visiting Committees for Section  
V: Student Personnel Services

TABLE 102

ARE PROVISIONS MADE FOR EFFECTIVE SELECTION, ADMISSION, GUIDANCE,  
 PLACEMENT, AND FOLLOW-UP OF PERSONS WHO ENTER AND COMPLETE  
 TEACHER EDUCATION PROGRAMS

Seventeen Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	9	52.9	4	23.5	4	23.5
B.....	2	11.8	4	23.5	11	64.7
C.....	1	5.9	5	29.4	11	64.7
D.....	11	64.7	1	5.9	5	29.4
E.....	4	23.5	1	5.9	12	70.6
F.....	11	64.7	2	11.8	4	23.5
G.....	5	29.4	3	17.6	9	52.9
H.....	5	29.4	5	29.4	7	41.2
I.....	1	5.9	3	17.6	13	76.5
J.....	9	52.9	5	29.4	3	17.6

TABLE 102--Continued

Institution	Seventeen Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
K.....	7	41.2	4	23.5	6	35.3
L.....	5	29.4	4	23.5	8	47.1
M.....	3	17.6	9	52.9	5	29.4
N.....	9	52.9	6	35.3	2	11.8
O.....	9	52.9	2	11.8	6	35.3
P.....	2	11.8			15	88.2
Q.....			9	52.9	8	47.1
Totals..	93	32.2	67	23.2	12 9	44.6



Strengths and Weaknesses of Items Reported for Each  
Institution by the Self-Evaluation Committees for  
Section VII: Off-Campus Services

TABLE 103

ARE ADEQUATE OFF-CAMPUS SERVICES PROVIDED TO SCHOOL SYSTEMS  
AND TEACHERS BY THE INSTITUTION

Institution	Seven Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	7	100				
B.....	6	85.7	1	14.3		
C.....	6	85.7	1	14.3		
D.....	4	57.1	3	42.9		
E.....	5	71.4	2	28.6		
F.....	7	100				
G.....	7	100				
H.....	7	100				
I.....	6	85.7	1	14.3		
J.....	4	57.1	1	14.3	2	28.6
K.....	3	42.9	4	57.1		

TABLE 103--Continued

Seven Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
L.....	2	28.6	3	42.8	2	28.6
M.....	7	100				
N.....	7	100				
O.....	1	14.3	5	71.4	1	14.3
P.....	7	100				
Q.....	7	100				
Totals..	93	78.2	21	17.5	5	4.2

Strengths and Weaknesses Of Items Reported for Each  
Institution by the Visiting Committees for Section  
VII: Off-Campus Services

TABLE 104

ARE ADEQUATE OFF-CAMPUS SERVICES PROVIDED TO SCHOOL SYSTEMS  
AND TEACHERS BY THE INSTITUTION

Institution	Seven Items In This Section Reported As-					
	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.....	5	71.4			2	28.6
B.....	4	57.1			3	42.9
C.....	4	57.1			3	42.9
D.....	2	28.6	5	71.4		
E.....	2	28.6	4	57.1	1	14.3
F.....	7	100				
G.....	2	28.6	2	28.6	3	42.8
H.....	2	28.6			5	71.4
I.....	4	57.1	1	14.3	2	28.6
J.....					7	100
K.....	3	42.9	1	14.3	3	42.9

TABLE 104--Continued

Seven Items In This Section Reported As-						
Institution	Strengths		Weaknesses		Not Reported	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
L.....	1	14.2	3	42.9	3	42.9
M.....			3	42.9	4	57.1
N.....					7	100
O.....	2	28.6	2	28.6	3	42.8
P.....	3	42.9			4	57.1
Q.....	1	14.3	2	28.6	4	57.1
Totals...	42	35.3	23	19.3	54	45.4

## CHAPTER VII

### EVALUATION OF CERTIFICATE PROGRAMS

#### BY THE VISITING COMMITTEES

##### Procedure for Evaluation

The results of the evaluation discussed in the preceding phases of this study had a direct effect upon the recommendations made for the approval of certificate programs. This is shown by the conditions affecting certain programs. Many of these conditions were directly concerned with institutional quality.

This phase of the study will show (1) the types of approval given to each certificate program and the conditions affecting their approval, (2) the types of approval given to all the certificate programs offered by each institution, and (3) the recommendations made for improving the conditions of programs given qualified approval or disapproval.

After evaluating all the programs offered for which certificates were to be given, the visiting committees reported their findings and recommendations for the type of approval to be given for each program examined. The reports also included recommendations for improving programs that were found

to be weak in some respects.

The State Board of Education, as the legal agency governing certification, took official action in approving the recommendations made by the visiting committees.

### Types of Approvals

Unqualified approval.--When a program was found to be adequate and conditions within the institution did not adversely affect it, the program was given unqualified approval.

Qualified approval.--When a program did not meet certain standards, or conditions within the institution adversely affected it, the program was given qualified approval or conditional approval. Full approval of such programs was contingent upon remedying the conditions affecting them within an allotted period of time.

In many of the programs given qualified approval, it was found that inadequacies were caused by general or relative conditions rather than by specific conditions within the program. A general condition is "more equitable staff load", etc.

Qualified approval was specified for one, two, or three years depending upon the severity, or number of conditions affecting the program. Except for disapproved programs, those most seriously affected were given qualified approval for one year.

Disapproval.--When general conditions, or conditions within the program, were found to be serious enough to result

in an inadequate program, it was disapproved. An institution was allowed to request a review of such programs by the Teacher Education Visitation Planning and Program Reviewing Committee.

The conditions to be improved in each program given qualified approval or disapproval were listed under "recommendations for improvement" in the visiting committees' reports.

#### Approvals Given to Each Certificate Program

It is important to this study to show the approvals given to each certificate program by all the visiting committees. Since many conditions contributed to qualified approval or disapproval of programs, it is also important to this phase of the study to identify the conditions relating specifically to these courses and programs.

The types of approval given to each certificate program examined are shown in Table 105. In order to show separately the number and per cent of programs given unqualified approval; qualified approval for one, two, or three years; and disapproval, all programs are shown in rank order according to the total approvals given to each. These are shown in Tables 106, 107, and 108 respectively.

#### Approvals and Conditions

Agriculture.--Five programs were examined. Two, or 40 per cent, were given unqualified approval. One, or 20

per cent, was given qualified approval for one year.

Two, or 40 per cent, were disapproved. Reasons for disapproval were:

1. The certificate program as submitted does not provide for the minimum number of hours in professional education required for the general agriculture certificate.
2. Lack of program development at this time.
3. Lack of adequate equipment.
4. Inadequate evidence of prospective teachers preparing for standard certification in this field.

Conditions: None relating specifically to courses.

Art.--Fifteen programs were evaluated. Three, or 20 per cent, were given unqualified approval. Twelve, or 80 per cent, were given qualified approval; seven for three years, four for two years, and one for one year. Conditions:

1. Establish proper sequence of courses.
2. Provide adequate facilities specifically for crafts and ceramics.
3. Provide adequate facilities.
4. Add specific instruction in art for all grade levels.
5. Add courses in methods to the program.

Bookkeeping and clerical practice.--Fifteen programs were evaluated. Four, or 26.7 per cent, were given unqualified approval. Eleven, or 73.3 per cent, were given qualified approval; seven for three years, one for two years, and three for one year. Conditions:

1. Assure preparation for teaching consumer education.



2. Establish proper sequence of courses.
3. Establish written objectives
4. Include office machines and practice filing.
5. Add courses in teaching methods to the program.

Business education.--Seventeen programs were examined.

Six, or 35.3 per cent, were given unqualified approval.

Eleven, or 73.3 per cent, were given qualified approval; seven for three years, two for two years, and two for one year.

Conditions:

1. Add courses in teaching methods to the program.
2. Establish proper sequence of courses.
3. Establish written objectives.
4. Provide equipment, machines, and practice filing system.

Elementary education.--Seventeen programs were examined. Six, or 35.3 per cent, were given unqualified approval. Eleven, or 64.7 per cent, were given qualified approval; eight for three years, two for two years, and one for one year. Conditions:

1. Add instruction in methods and materials.
2. Establish proper sequence of courses.
3. Improve elementary education as an area of concentration.
4. Include teaching methods in program.

Foreign language (not classified).--Twelve programs were examined. One, or 8.6 per cent, was given unqualified approval. Eleven, or 91.4 per cent, were given qualified

approval; eight for three years, two for two years, and one for one year. Conditions:

1. Add specific instruction in methods of teaching.
2. Establish proper sequence of courses.

French.--Two programs were examined. One, or 50 per cent, was given qualified approval for two years. One, or 50 per cent, was disapproved. Reasons for disapproval:

1. No one is working toward the standard certificate.
2. Provision for adequate staff.

Conditions: None relating specifically to courses.

Spanish.--Two programs were evaluated. One, or 50 per cent, was given unqualified approval. One, or 50 per cent, was given qualified approval for three years. Conditions:

1. Development of program.
2. Provide sufficient advanced courses.

Latin.--One program was examined. One, or 100 per cent, was given unqualified approval.

Home economics (general).--Sixteen programs were examined. Nine, or 56.3 per cent, were given unqualified approval. Seven, or 43.7 per cent, were given qualified approval; four for three years, two for two years, and one for one year. Conditions:

1. Include teaching methods in program.
2. Provide proper sequence of courses.

Health and physical education.--Fifteen programs were examined. Three, or 20 per cent, were given unqualified approval. Twelve, or 80 per cent, were given qualified approval; three for one year, one for two years, and eight for three years. Conditions:

1. Integrate program with science courses other than chemistry or zoology.
2. Provide a closer relationship of health and physical education.
3. Provide buildings and facilities for the program.
4. Give greater emphasis to health education and recreation.
5. Include courses in methods.
6. Establish proper sequence of courses.
7. Attain stated objectives.
8. Define courses.
9. Add courses to the program.
10. Give greater emphasis to aspects of the program.

Industrial arts.--Eleven programs were examined. Five, or 45.5 per cent, were given unqualified approval. Six, or 54.5 per cent, were given qualified approval; five for three years, and one for one year. Conditions: None related specifically to courses.

Language arts.--Seventeen programs were examined. Four, or 23.5 per cent, were given unqualified approval. Thirteen, or 76.5 per cent, were given qualified approval; nine for three years, three for two years, and one for one

year. Conditions:

1. Meet the objectives of the program.
2. Provide broader preparation for teaching grammar and to evaluate communication.
3. Provide balance between oral communication and literature.
4. Re-evaluate objectives and present evidence that they are being met.
5. Improve composition and grammar phases.
6. Change the title to conform with certification laws and regulations.
7. Meet the needs of future language arts teachers.
8. Include oral communication in the program.
9. Add reading courses for teacher preparation.
10. Include training for extra-curricular activities of language arts teachers.
11. Give more attention to training in formal grammar.
12. Give greater emphasis to written and oral communication.
13. Establish proper sequence of courses.
14. Include methods of teaching.
15. Provide English literature background for high school teachers.

Librarian (public school).--Two programs were examined. Two, or one hundred per cent, were given qualified approval for three years. Conditions:

1. Lack of teachers preparing in the program

Mathematics.--Seventeen programs were examined.

Six, or 35.3 per cent, were unqualified approval. Eleven,

or 64.7 per cent, were given qualified approval; eight for three years, two for two years, and one for one year. Conditions:

1. Include methods of teaching.
2. Establish proper sequence of courses.
3. Include special methods course for mathematics.

Music (general, combined).--Sixteen programs were examined. Four and one-half, or 28.1 per cent, were given unqualified approval. Eleven and one-half, or 71.9 per cent, were given qualified approval; eight for three years, two for two years, and one and one-half for one year.

It should be pointed out that the committee for institution K gave unqualified approval to the liberal arts program only, and qualified approval for the fine arts pattern only. Since only one general and combined music program is recognized for certification, and in order to tabulate the per cent of approvals accurately, the writer has counted each type of approval as one-half. Instrumental and vocal music and science were treated in the same manner for this institution by the committee, and they are regarded as two half programs by the writer. Conditions:

1. Expand offerings to include instruction in brass, wood-wind and percussion.
2. Include teaching methods in the program.
3. Improve equipment of the music department.
4. Establish proper sequence of courses.
5. Broaden the instruction.

Music (instrumental).---Sixteen programs were examined. Five and one-half programs, or 34.4 per cent, were given unqualified approval. Nine and one-half, or 59.4 per cent, were given qualified approval; seven for three years, one for two years, and two for one year.

One, or 6.2 per cent, was disapproved. Reasons for disapproval were:

1. Lack or inadequacy of applied music offerings in brass, woodwind, and percussion instruments.
2. Lack of instrumental music education (methods) courses in orchestra, band organization, development and management.
3. Inadequate facilities for apprentice teaching to include experiences in teaching instrumental classes and organizations from grades four through twelve.

Conditions for qualified approval:

1. Establish proper sequence of courses.
2. Include methods of instruction in the program.
3. Re-evaluate the fine arts pattern.
4. Improve equipment of the music department.

Music (vocal).---Sixteen programs were examined.

Four and one-half, or 28.1 per cent, were given unqualified approval; eight for three years, one for two years, and two and one-half for one year. Conditions:

1. Include teaching methods in the program.
2. Re-evaluate fine arts pattern.
3. Improve equipment of the music department.
4. Establish proper sequence of courses.

Science.--Seventeen programs were examined. Two and one-half, or 13.9 per cent, were given unqualified approval. Fourteen, or 77.8 per cent, were given qualified approval; eight for three years, one for two years, and two and one-half for one year.

One-half program, or 8.3 per cent, was disapproved.

The reasons for disapproval were:

1. Area of specialization as submitted does not include biological science as specified in the minimum requirements for the science certificate in the Laws and Regulations for Certification.

Conditions for qualified approval:

1. Provide specific instruction in methods.
2. Set up prerequisites in mathematics for required course in physics.
3. Re-examine the various science fields desirable for the teacher of high school science.
4. Demand less concentration of specialized courses in the sequence for the first two years.
5. Lessen the high concentration required in the present program.
6. Improve science department facilities.

Social studies.--Seventeen programs were examined. Five programs, or 29.4 per cent, were given unqualified approval. Twelve, or 70.6 per cent, were given qualified approval; nine for three years, two for two years, and one for one year. Conditions:

1. Revise specialization area to include geography.
2. Prepare high school teachers in various fields to be taught.

3. Develop a program which will insure broad, general preparation through course experiences in all the social studies fields of the college curriculum.
4. Define and integrate the social studies program.
5. Include courses in teaching methods.
6. Offer fewer courses in social studies; strengthen other areas.

Special education (slow learners).--Two programs were examined. One, or 50 per cent, was given qualified approval for three years. Conditions: None relating specifically to courses.

It should be pointed out that the three phases of special education, i.e., slow learner, hearing, and speech are treated separately since certification may be given for adequate development of any one phase by an institution.

Special education (hearing).--Two programs were examined. One, or 50 per cent, was given unqualified approval. One, or 50 per cent, was given qualified approval for three years. Conditions: None relating specifically to courses.

Special education (speech).--Three programs were examined. Two, or 66.7 per cent, were given unqualified approval. One, or 33.3 per cent, was given qualified approval for three years. Conditions: None relating specifically to courses.

Speech.--Fifteen programs were examined. Four, or 26.7 per cent, were given unqualified approval. Eleven, or 73.3 per cent, were given qualified approval; seven for three



years, three for two years, and one for one year. Conditions:

1. Establish proper sequence of courses.
2. Add more college hours to the speech program.
3. Use the guide of the "Speech Association of Oklahoma" to re-evaluate courses offered.
4. Provide greater emphasis in several course areas.
5. Meet the need for broad concept and experiences.
6. Show a more precise identification of course sequence.
7. Provide for greater emphasis on public address as a branch of the speech certificate program.
8. Provide adequate laboratory materials and equipment for speech correction.
9. Make a re-evaluation of courses offered.
10. Provide instruction in methods.
11. Provide opportunity for actual experience with children.
12. Lessen emphasis on speech correction.

Administrator's (superintendent).--Four programs were examined. Two, or 50 per cent, were given unqualified approval. Two, or 50 per cent, were given qualified approval; one for three years, and one for one year. Conditions:

1. Set up definite limitations on off-campus and night courses.
2. Develop a planned and balanced pattern of courses.
3. Insure that work of the areas required by minimum regulations be included in the program.
4. Complete the study and revision now being contemplated.

Administrator's (elementary principal).--Four programs were examined. Two, or 50 per cent, were given unqualified approval. Two, or 50 per cent, were given qualified approval; one for three years, and one for one year. Conditions: Same as for superintendent, above.

Administrator's (secondary principal).--Four programs were examined. Two, or 50 per cent, were given unqualified approval. Two, or 50 per cent, were given qualified approval; one for three years, and one for one year. Conditions: Same as for superintendent, above.

Total Approvals Given to  
All Certificate Programs

A total of two hundred eighty certificate programs were examined in all the seventeen institutions.

Programs given unqualified approval.--Eighty-seven, or 31.1 per cent, of the total number examined, received unqualified approval.

Programs given qualified approval.--One hundred eighty-eight and one-half, or 67.2 per cent of the total number examined, received qualified approval.

Twenty-eight and one-half, or 10.2 per cent of the total number examined, were given qualified approval for one year. Thirty-one, or 11 per cent of the total number examined, were given qualified approval for two years. One hundred twenty-nine, or 46.1 per cent of the total examined, were given qualified approval for three years.

Programs disapproved.--Four and one-half, or 1.6 per cent of the total number examined, were disapproved.

The percentages shown for approvals in Tables 105, 106, 107, and 108 are based upon the number of programs examined. In all the tables except Table 105, the rank order is shown according to the frequency that each type of approval was given to the programs. Table 105 shows the different approvals given to all two hundred and eighty programs examined.

Table 106 shows the frequency which each program was given unqualified or full approval. The table shows that general home economics was given the greatest number of full approvals with nine, or 56.3 per cent of the sixteen programs examined, given unqualified approval. Other programs receiving the greatest number of unqualified approvals, for the large number examined, were industrial arts, business education, elementary education, and mathematics.

Table 107 shows that foreign language (not classified), art, health and physical education, science, language arts, bookkeeping and clerical practice, and speech were given the greatest number of qualified approvals for the large number examined. Health and physical education, science, and bookkeeping and clerical practice were given the greatest number of one-year qualified approvals.

Table 108 shows that programs given disapprovals were: French, agriculture, science, and instrumental music.

TABLE 105

## TYPES OF APPROVALS GIVEN TO EACH CERTIFICATE PROGRAM

Programs	Type of Approvals						
	Unqualified		Qualified		Disapproved		Total Number Examined
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Agriculture (general)	2	40.0	1	20.0	2	40	5
Art.....	3	20.0	12	80.0			15
Bookkeeping and Clerical practice....	4	26.7	11	73.3			15
Business education...	6	35.3	11	64.7			17
Elementary education.	6	35.3	11	64.7			17
Foreign language (unclassified).....	1	8.6	11	91.4			12
French.....			1	50.0	1	50	2
Spanish.....	1	50.0	1	50.0			2
Latin.....	1	100					1
Home economics (gen- eral).....	9	56.3	7	43.7			16
Health and physical education.....	3	20.0	12	80.0			15
Industrial arts.....	5	45.5	6	54.5			11
Language arts.....	4	23.5	13	76.5			17
Librarian (public school).....			2	100			2
Mathematics.....	6	35.3	11	64.7			17

TABLE 105--Continued

TABLE 105-- <u>Continued</u>							
Programs	Type of Approvals						Total Number Examined
	Unqualified		Qualified		Disapproved		
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Music (general and combined).....	4½	28.1	11½	71.9			16
Music (instrumental)	5½	34.4	9½	59.4	1	6.2	16
Music (Vocal).....	4½	28.1	11½	71.9			16
Science.....	2½	13.9	14	77.8	½	1.6	17
Social studies.....	5	29.4	12	70.6			17
Special education:							
Slow learner.....	1	50.0	1	50.0			2
Hearing.....	1	50.0	1	50.0			2
Speech.....	2	66.7	1	33.3			3
Speech.....	4	26.7	11	73.3			15
Administrators:							
Superintendent....	2	50.0	2	50.0			4
Elementary principal.....	2	50.0	2	50.0			4
Secondary principal.....	2	50.0	22	50.0			4
Totals.....	87	31.0	188½	67.3	4½	1.6	280

TABLE 106

## CERTIFICATE PROGRAMS GIVEN UNQUALIFIED APPROVAL

Programs	Number	Per Cent	Total Examined
Latin.....	1	100	1
Special education:			
Speech.....	2	66.7	3
Home economics.....	9	56.3	16
Spanish.....	1	50.0	2
Special education:			
Slow learner.....	1	50.0	2
Hearing.....	1	50.0	2
Administrators:			
Superintendent.....	2	50.0	4
Elementary principal..	2	50.0	4
Secondary principal..	2	50.0	4
Agriculture.....	2	40.0	5
Industrial arts.....	5	45.5	11
Business education.....	6	35.3	17
Elementary education...	6	35.3	17
Mathematics.....	6	35.3	17
Music (instrumental)...	5 $\frac{1}{2}$	34.4	16
Social studies.....	5	29.4	17
Music (general, combin- ed).....	4 $\frac{1}{2}$	28.1	16

TABLE 106--Continued

Programs	Number	Per Cent	Total Examined
Music (vocal).....	4 $\frac{1}{2}$	28.1	16
Speech.....	4	26.7	17
Bookkeeping and clerical practice.....	4	26.7	17
Health and Physical education.....	3	20.0	15
Art.....	3	20.0	15
Science.....	2 $\frac{1}{2}$	13.9	17
Foreign language (unclassified).....	1	8.6	12
French.....	0		2
Librarian (public school)	0		2
Total.....	87	31.1	280

TABLE 107

## CERTIFICATE PROGRAMS GIVEN QUALIFIED APPROVAL

Programs	Years Qualified			Total	Per Cent	Total Examined
	1	2	3			
Librarian (public school).....		2	8	2	100.0	2
Foreign language (Not classified).....	1	2	8	11	91.4	12
Art.....	1	4	7	12	80.0	15
Health and physical education.....	3	1	8	12	80.0	15
Science.....	2½	1	8	11½	77.8	17
Language arts.....	1	3	9	13	76.5	17
Bookkeeping and clerical practice..	3	1	7	11	73.3	15
Speech.....	1	3	7	11	73.3	15
Music (general and combined).....	1½	2	8	11½	71.9	16
Music (vocal).....	2½	1	8	11½	71.9	16
Social studies.....	1	2	9	12	70.6	17
Business education.	2	2	7	11	64.7	17
Elementary education	1	2	8	11	64.7	17
Mathematics.....	1	2	8	11	64.7	17
Music (instrumental)	2	1	7	10	59.5	16
Industrial arts.....	1		5	6	54.5	11
French.....		1		1	50.0	2
Spanish.....		1		2	50.0	2



TABLE 107--Continued

Programs	Years Qualified			Total	Per Cent	Total Examined
	1	2	3			
Special education:						
Slow learner.....			1	1	50.0	2
Hearing.....			1	1	50.0	2
Administrators:						
Superintendent....	1		1	2	50.0	4
Elementary prin- cipal.....	1		1	2	50.0	4
Secondary prin- cipal.....	1		1	2	50.0	4
Home economics (gen- eral).....	1	2	4	7	43.7	16
Special education:						
Speech.....			1	1	33.3	3
Agriculture.....	1				20.0	5
Totals.....	28½	31	129	188½	67.3	280

TABLE 108  
 CERTIFICATE PROGRAMS GIVEN DISAPPROVAL

Programs	Number Disapproved	Per Cent	Total Examined
French.....	1	50.0	2
Agriculture.....	2	40.0	5
Science.....	$\frac{1}{2}$	8.3	17
Music (instrumental)...	1	6.2	16
Totals.....	$4\frac{1}{2}$	1.6	40

Approvals Given to Certificate Programs in  
Each Institution

The State Board of Education does not have the authority to make changes in the organization and function of the institutions preparing teachers. However, its approval or disapproval of programs offered for certification may depend upon conditions of general institutional quality.

On April 10, 1953, the Oklahoma Commission on Teacher Education and Certification recommended to the State Board of Education that the certificate programs recommended by the visiting committees for unqualified approval be approved by the State Board of Education for a period of five years. It was the opinion of those who helped formulate the policies for the evaluation program that all programs for teacher education be evaluated periodically.

The Oklahoma Commission on Teacher Education and Certification also recommended to the State Board of Education that programs recommended for qualified approval be approved for the period of time indicated in the visiting committees' reports; and that programs recommended for disapproval not be approved by the State Board of Education at this time.

Approvals Recommended

Many of the approvals recommended for certificate programs were based upon conditions reported by the visiting committees. It was recommended that the State Board of Education take the following action relative to the programs

in the following institutions. As shown in Table 109, action was taken for two hundred eighty programs examined in the following institutions.

Institution A: Fifteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

Business education	Music (combined)
Elementary education	Music (instrumental)
Foreign language	Music (vocal)
General home economics	Science
Mathematics	Social studies

Approved for a period of two years, July 1, 1953 to July 1, 1955.

Art  
Language arts  
Speech

Approved for a period of one year, July 1, 1953 to July 1, 1954.

Bookkeeping and clerical practice

Institution B: Sixteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

Art	Language arts
Bookkeeping and clerical practice	Mathematics
Business education	Music (combined)
Elementary education	Music (instrumental)
General home economics	Music (vocal)

Health and physical education      Speech

Industrial arts

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Foreign language (unclassified)

Science

Social studies

Institution C: Seventeen certificate programs.--

Approved for a period of five years, July 1, 1953 to July 1, 1958.

Bookkeeping and clerical practice      General home economics

Business education

Industrial arts

Elementary education

Mathematics

Foreign language  
(Spanish and Latin)

Music (combined)

Music (instrumental)

General agriculture

Music (vocal)

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Language arts

Science

Social studies

Approved for a period of two years, July 1, 1953 to July 1, 1954.

Art

Foreign language (French)

Speech

Approved for a period of one year, July 1, 1953 to July 1, 1954.

Health and physical education

Institution D: Fifteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

Elementary education

Mathematics

General home economics

Music (instrumental)

Industrial arts

Social studies

Language arts

Speech

Approved for a period of one year, July 1, 1953 to July 1, 1954.

Art

Bookkeeping and clerical practice

Business education

Health and physical education

Music (combined)

Music (vocal)

Science

Institution E: Fifteen certificate programs.--Approved for a period of one year, July 1, 1953 to July 1, 1954.

Bookkeeping and clerical practice

Industrial arts

Business education

Language arts

Elementary education

Mathematics

Foreign language

Music (instrumental)

General agriculture

Music (vocal)

General home economics

Science

Health and physical education

Social studies

Speech

Institution F: Sixteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

Art	Speech
Bookkeeping and clerical practice	Mathematics
Business education	Music (combined)
Elementary education	Music (instrumental)
General home economics	Music (vocal)
Industrial arts	Science
Language arts	Social studies

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Foreign language	Health and physical education
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Institution G: Seventeen certificate programs.--Approved for a period of three years, July 1, 1953 to July 1, 1956.

Art	Language arts
Bookkeeping and clerical practice	Mathematics
Business education	Music (combined)
Elementary education	Music (instrumental)
Foreign language (Spanish)	Music (vocal)
General home economics	Science
Health and physical education	Social studies
	Speech

Industrial arts

Not approved at this time.

Foreign language  
(French)

General agriculture

Institution H: Twenty-three certificate programs.--

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Administrator's:

Bookkeeping and clerical  
practice

Elementary principal

Business education

Secondary principal

Elementary education

Superintendent

Foreign language

Art

Music (instrumental)

General home economics

Music (vocal)

Health and physical  
education

Science

Industrial arts

Social studies

Language arts

Special education:

Librarian (public  
school)

Slow learner

Speech and hearing

Mathematics

Speech

Music (combined)

Institution I: Twenty-one certificate programs.--

Approved for a period of five years, July 1, 1953 to July 1, 1958.

Administrators:

General home economics

Elementary principal

Secondary principal

Superintendent



Approved for a period of three years, July 1, 1953 to July 1, 1956.

Art	Industrial arts
Bookkeeping and clerical practice	Language arts
Business education	Librarian (public school)
Elementary education	Mathematics
Foreign language	Music (combined)
Health and physical education	Music (vocal)
Science	Music (instrumental)
Social studies	Speech

Not approved at this time.

General agriculture

Institution J: Fifteen certificate programs.--Approved for a period of three years, July 1, 1953 to July 1, 1956.

Art	Industrial arts
Bookkeeping and clerical practice	Language arts
Business education	Mathematics
Elementary education	Music (combined)
Foreign language	Music (instrumental)
Health and physical education	Music (vocal)
Social studies	Science
	Speech

Institution K: Nineteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

Administrators:	Language arts
Elementary principal	Mathematics
Secondary principal	Music (combined) liberal arts pattern only
Superintendent	Music (instrumental) liberal arts pattern only
Art	Music (vocal) liberal arts pattern only
Foreign language	Social studies
General home economics	Bookkeeping and clerical practice
Health and physical education	Business education
Science (botany and zoology emphasis)	
Special education:	
Speech	
Hearing	
Slow learning	

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Elementary education

Approved for a period of one year, July 1, 1953 to July 1, 1954.

Music (combined) fine arts pattern only

Music (instrumental) fine arts pattern only

Music (vocal) fine arts pattern only

Not approved at this time.

Science (chemistry and physics patterns only)

Institution L: Fifteen certificate programs.--Approved for a period of two years, July 1, 1953 to July 1, 1955.

Art	Language arts
Bookkeeping and clerical practice	Mathematics
Business education	Music (combined)
Elementary education	Music (instrumental)
Foreign language	Music (vocal)
General home economics	Science
Health and physical education	Social studies
	Speech

Institution M: Eighteen certificate programs.--Approved for a period of three years, July 1, 1953 to July 1, 1956.

Art	Health and physical education
Bookkeeping and clerical practice	Language arts
Business education	Mathematics
Elementary education	Music (combined)
Foreign language	Music (instrumental)
General home economics	Music (vocal)
Science	Social studies
Speech	

Approved for a period of one year, July 1, 1953 to July 1, 1954.

Administrators:

Elementary principal  
 Secondary principal  
 Superintendent

Institution N: Fifteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

General home economics	Special education:
	Speech correction

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Art	Foreign language
Business education	Health and physical education
Elementary education	Science
Language arts	Social studies
Mathematics	Speech
Music (combined)	
Music (vocal)	

Not approved at this time.

Music (instrumental)

Institution O: Thirteen certificate programs.--Approved for a period of three years, July 1, 1953 to July 1, 1956.

Bookkeeping and clerical practice	Music (combined)
Business education	Music (instrumental)
Elementary education	Music (vocal)
Foreign language	Science
General home economics	Social studies
Language arts	Speech
	Mathematics

Institution P: Ten certificate programs.--Approved for a period of two years, July 1, 1953 to July 1, 1955.

Art	Social studies
Business education	Language arts
Elementary education	Mathematics
Foreign language	Music (combined)
General home economics	Science

Institution Q: Fifteen certificate programs.--Approved for a period of five years, July 1, 1953 to July 1, 1958.

Elementary education	General home economics
Business education	Social studies
General agriculture	

Approved for a period of three years, July 1, 1953 to July 1, 1956.

Art	Health and physical education
Bookkeeping and clerical practice	Mathematics
Industrial arts	Music (combined)
Language arts	Music (instrumental)
Science	Music (vocal)

Table 109 shows the approvals given to each certificate program examined by the visiting committees and offered by each of the seventeen institutions.

Of the total two hundred eighty programs examined, eighty-seven were given unqualified approval; twenty-eight and one-half were given qualified approval for one year; thirty one qualified for two years; and one-hundred twenty-nine qualified for three years. Four and one-half were disapproved.

TABLE 109  
 CERTIFICATE PROGRAM APPROVALS FOR EACH INSTITUTION

Schools	Unqualified	Qualified			Disapproved	Total Examined
	Years	Years				
	5	1	2	3		
A....	11	1	3			15
B....	13			3		16
C....	12	1	3	3		19
D....	8	7				17
E....		15				15
F....	14			2		16
G....				16	2	18
H....				23		23
I....	4			16	1	21
J....				15		15
K....	18	$1\frac{1}{2}$		1	$\frac{1}{2}$	21
L....			15			15
M....		3		15		18
N....	2			12	1	15
O....				13		13
P....			10			10
Q....	5			10		15
Totals.	87	$28\frac{1}{2}$	31	129	$4\frac{1}{2}$	280

Recommendations Made by the Visiting Committees  
for Improving Certificate Programs Given  
Qualified Approval or Disapproval

Recommendations and Conditions

Weaknesses of certificate programs are shown in the recommendations and conditions given by the visiting committees to qualified and disapproved programs. Tables 110, 111, 112, 113, 114, 115, and 116 show the recommendations and conditions given to all the programs examined.

These conditions were found to be logically grouped into nine major areas: Student teaching, course and program improvement, personnel, general education, professional education, specialized education, basic certification requirements, facilities and equipment, and inter-departmental cooperation and coordination. Since cooperation and coordination was mentioned in conjunction with student teaching, it is included in the total mention of recommendations for this area.

Blanket conditions and recommendations.--In some instances, recommendations were made that applied to more than one program given qualified approval or disapproval. Two committees made such recommendations which applied to all the programs offered by the institutions. These were responsible for qualified approval given to twenty-five programs. Eighty-seven other programs were similarly affected by blanket recommendations in five institutions.

## Areas of Recommendations and Conditions

Student teaching.--Table 110 shows that two hundred sixty-one recommendations, or 42.1 per cent, were reported for student teaching.

It is shown that supervision of student teaching and coordination between the college and the laboratory school were listed as the major weaknesses for this area. These weaknesses were mentioned one hundred eighteen times. Other conditions and recommendations reported for this area were:

1. Schedule student teaching in large blocks of time. (Mentioned twenty-seven times)
2. Improve student teaching facilities. (Mentioned sixteen times)
3. Strengthen and improve student teaching. (Mentioned sixteen times)
4. Balance between observation and teaching in the student teaching situation. (Mentioned fifteen times)
5. Provide more opportunity for actual teaching. (Mentioned thirteen times)
6. Provide opportunity for student teaching at the secondary and elementary level. (Mentioned twenty times)
7. Provide a more adequate program of student teaching. (Mentioned eight times)

Recommendations to improve student teaching by improving cooperation and coordination of the college and the laboratory schools are listed by visiting committees as:

1. Establish cooperation and coordination between



the education department, subject matter departments, and practice teaching.

2. Develop cooperation between the college and local public schools.
3. Cooperation between college staffs and supervising teachers.
4. Develop cooperative study and evaluation of apprentice teaching by the college staff and public school representatives.
5. Develop cooperative plan for choosing supervising teachers by college staffs and the public school.

Course and program improvement.--Table 111 shows that one hundred six conditions and recommendations, or 17.1 per cent, were listed for this area.

The major weakness in this area was reported as the need for courses in teaching methods to be included in the program. This condition was mentioned twenty-three times. Since more than half of the elementary programs received qualified approval, this condition applied to elementary education as well as to the more specialized programs for secondary teachers. The need for providing a more proper sequence of courses was mentioned sixteen times. Other recommendations and conditions frequently reported for this area were:

1. Provide a full summer term of eight weeks. (Mentioned eleven times)
2. Provide a greater emphasis in aspects of the program. (Mentioned six times)
3. The need to add to courses. (Mentioned six times)
4. Too high concentration in the program. (Mentioned five times)

TABLE 110

CONDITIONS AND RECOMMENDATIONS IN  
THE AREA OF STUDENT TEACHING

Conditions and Recommendations	Frequency of Mention For All Programs
Provide more adequate supervision of student teaching.....	31
Encourage better coordination and co-operation between the college and the public schools.....	31
Develop better coordination between the college staff and supervising teachers..	28
Schedule student teaching in large blocks of time for five days per week.....	27
Improve facilities for student teaching.	16
Strengthen and improve student teaching.	16
Provide greater supervision by the college staff.....	15
Establish a balance between observation and teaching in the student teaching situation.....	15
There is a need for cooperative study and evaluation by the college and public school representatives of the program of student teaching.....	15
Provide opportunity for actual teaching in the student teaching situation.....	13
Require a greater number of hours to be spent in student teaching.....	13
Provide opportunity for student teaching as the secondary level.....	13

TABLE 110--Continued

Conditions and Recommendations	Frequency of Mention For All Programs
Develop a cooperative plan for choosing supervising teachers between the school and the college.....	13
Provide a more adequate student teach- ing program.....	8
Total.....	261
Per Cent of Total Recommendations and Conditions.....	42.1

Other recommendations and conditions indicated a need for a greater number of teachers to prepare in the program offered, programs to be defined and integrated, off-campus courses to be limited, programs to be re-evaluated, and objectives of the program to be attained.

Personnel.--Table 112 shows that seventy-four conditions and recommendations, or 17.1 per cent, were listed for this area.

The major weakness in this area was reported as the need to provide more adequate personnel by increasing the staff in the various programs. This recommendation was mentioned forty times. Other recommendations frequently reported were based on the need to increase personnel in the Education and Psychology department (mentioned fifteen times), and to use part-time personnel more effectively (mentioned fifteen times).

Although the need for more equitable staff load was reported frequently as a weakness in the evaluation of general institutional quality, it was mentioned only three times as a condition directly affecting the approval given to programs.

General education.--Table 113 shows that seventy-one conditions and recommendations, or 11.5 per cent, were listed for the area of general education.

Forty-six mentions were made relative to the development of an institutionally accepted pattern in this area,

TABLE 111  
CONDITIONS AND RECOMMENDATIONS  
FOR COURSES AND PROGRAMS

Conditions and Recommendations	Frequency of Mention For All Programs
Courses in teaching methods to be included in the program.....	23
Proper sequence of courses.....	16
Full summer term of eight weeks.....	11
Broader preparation in the program.....	7
Greater emphasis in aspects of the program.....	6
Need to add to the courses.....	6
Too high concentration in the program..	5
Need for other courses to be added to the program.....	4
Lack of teachers preparing in the program.....	3
Need for a balanced pattern of courses.	3
Program needs to be defined and integrated.....	3
Limitation of off-campus and night courses.....	3
Re-evaluation should be made of the courses now offered.....	3
Provide actual experiences with children	3
Attain objectives; re-evaluation of present objectives.....	3
Improve phases of the program.....	3

TABLE 111--Continued

Conditions and Recommendations	Frequency of Mention For All Programs
Lack of program development.....	1
Need for advanced courses in the program	1
Need for prerequisites for course.....	1
Change the title to conform to "Rules and Regulations" for certificate pro- grams.....	1
Total.....	106
Per cent of Total Recommendations and Conditions.....	17.1

TABLE 112  
CONDITIONS AND RECOMMENDATIONS  
FOR PERSONNEL

Conditions and Recommendations	Frequency of Mention for All Programs
Need to increase personnel; provide more adequate personnel .....	40
Make more effective use of part-time per- sonnel in professional education .....	15
Increase personnel in Education and Psy- chology department .....	15
Provisions for more equitable staff load ...	3
Reduce extra-curricula activities .....	1
Total ....	74
Per Cent ....	11.9

and documented evidence of a satisfactory pattern of general education. These conditions were responsible for qualified approval given to all the programs offered for one institution.

The need to revise the pattern of general education was mentioned seventeen times. Such revision was to include at least six of the nine areas specified in the certificate regulations in each program.

The need to re-examine the area of general education was mentioned eight times. This re-examination was to: (a) help determine if the required number of hours were being offered to satisfy general education requirements, (b) help

develop a more clearly defined and integrated program, and (c) determine if a broad, general education of teachers is afforded in light of the intent and spirit of the new certification regulations.

TABLE 113  
CONDITIONS AND RECOMMENDATIONS  
FOR GENERAL EDUCATION

Conditions and Recommendations	Frequency of Mention for All Programs
Development of an institutionally accepted pattern in the area of general education....	23
Limited documented evidence of a satisfactory pattern of general education.....	23
Revise the pattern of general education.....	17
Re-examine the area of general education....	8
Total.....	71
Per Cent.....	11.5

Professional education.--Table 114 shows that thirty-one conditions and recommendations, or 5.0 per cent, were reported for this area. Usually professional education was mentioned along with other conditions for improving certificate programs. It was generally suggested that the institution revise, re-evaluate, and improve the area of professional education at the same time that related conditions were to be improved.



TABLE 114

CONDITIONS AND RECOMMENDATIONS  
FOR PROFESSIONAL EDUCATION

Conditions and Recommendations	Frequency of Mention for All Programs
Revise, re-evaluate, and improve the area of professional education.....	31
Total.....	31
Per Cent .....	5

Specialized education.--Table 115 shows that nine conditions and recommendations, or 1.5 per cent, were specifically mentioned for this area. Since many recommendations and conditions listed for other areas are based on the area of specialization, the writer has included only those conditions that were stated specifically to revise, re-evaluate, and improve this area.

TABLE 115

CONDITIONS AND RECOMMENDATIONS  
FOR SPECIALIZED EDUCATION

Conditions and Recommendations	Frequency of Mention for All Programs
Revise, re-evaluate, and improve the area of specialized education.....	9
Total.....	9
Per Cent.....	1.5

Basic certification requirements.--Table 116 shows that five conditions and recommendations, or .8 per cent, were mentioned for this area. Although many conditions were directly related to basic certification requirements, it was referred to as a specific condition only five times. In these five cases, it was recommended that the institutions meet these requirements in their certificate programs.

TABLE 116  
CONDITIONS AND RECOMMENDATIONS  
FOR BASIC CERTIFICATION  
REQUIREMENTS

Conditions and Recommendations	Frequency of Mention for All Programs
Meet the basic certification requirements in the certificate program.....	5
Total.....	5
Per Cent.....	.8

Facilities and equipment.--Table 117 shows that twenty conditions and recommendations, or 3.2 per cent, were mentioned for this area.

The need for more adequate equipment was mentioned eight times. It affected programs of art, science, instrumental music, and speech correction. Improvement of facilities was mentioned seven times, provision of more adequate facilities (mentioned three times), the need for more materials

(mentioned one time), and the need for a new building (mentioned one time).

TABLE 117  
CONDITIONS AND RECOMMENDATIONS  
FOR FACILITIES AND EQUIPMENT

Conditions and Recommendations	Frequency of Mention for All Programs
Need for more adequate equipment.....	8
Improvement of facilities.....	7
More adequate facilities; facilities need to be improved.....	3
More materials needed.....	1
Need for new building.....	1
Total.....	20
Per Cent.....	3.2

Inter-departmental cooperation and coordination.--

Table 118 shows that forty-three conditions and recommendations, or 6.9 per cent, were mentioned for this area.

Two institutions were found to be seriously affected by the lack of cooperation and coordination. Forty-one mentions were made for the need for cooperation and coordination between the education department, subject matter departments, and practice teaching. Specifically stated in the visiting committees' reports were these recommendations:

1. Coordination between the department of education, the subject matter departments, and practice teaching arrangements.
2. Provide closer coordination between academic departments and the student teaching program.
3. Develop a more cooperative relationship between the city schools and the college.
4. Provide convincing evidence of the willingness of those concerned with this area to recognize and wholeheartedly accept the obligation of this academic department to the teacher education program.

Eighty-seven conditions and recommendations made in the area of student teaching were based upon the need for closer harmony and cooperation between all departments working for the improvement of this aspect of teacher education.

Total frequency of conditions and recommendations for all programs.--Table 119 shows the conditions and recommendations grouped according to frequency of mention.

It is shown that cooperation and coordination was closely followed by the condition of providing more adequate personnel. This condition was mentioned forty times.

Another condition relating to student teaching that was frequently mentioned was the need for more adequate supervision of student teaching. This condition was mentioned thirty-one times. Better cooperation and coordination between the college and the public schools was also mentioned thirty-one times.

The area of professional education was mentioned thirty-one times concerning revision, re-evaluation, and improvement of this area.

TABLE 118

CONDITIONS AND RECOMMENDATIONS FOR INTER-DEPARTMENTAL  
COOPERATION AND COORDINATION

Conditions and Recommendations	Frequency of Mention For All Programs
Cooperation and coordination between the education department, subject-matter departments, and practice teaching.....	41
Between departments within the college...	1
Cooperation of departments with the education department.....	1
Total.....	43
<u>Cooperation and Coordination</u> <u>For Student Teaching</u>	
Cooperation and coordination between the college and local public schools.....	31
Cooperation between the college staff and supervising teachers.....	28
Cooperative study and evaluation of apprentice teaching by the college staff and public school representatives.....	15
Develop a cooperative plan for choosing supervising teachers by the college staff and the public school.....	13
* Total.....	87

\* These conditions and recommendations totaling 87 are also shown under "Conditions and Recommendations in the area of Student Teaching" in Table 110.

TABLE 119

CONDITIONS AND RECOMMENDATIONS  
FOR ALL PROGRAMS

Conditions and Recommendations	Frequency of Mention for All Programs
Cooperation and coordination between the education department, subject-matter departments, and practice teaching.....	41
Need to increase personnel; provide more adequate personnel.....	40
More adequate supervision of student teaching.....	31
Better cooperation and coordination between the college and public schools....	31
Revise, re-evaluate, and improve the area of professional education.....	31
Better coordination between college staff and supervising teachers.....	28
Student teaching to be scheduled in large blocks of time for five days per week.....	27
Development of an institutionally accepted pattern in the area of general education.....	23
Limited documented evidence of a satisfactory pattern of general education....	23
Courses in teaching methods included in the program.....	23
Revise the pattern of general education.	17
Improve facilities for student teaching.	16
Strengthen and improve student teaching.	16

TABLE 119--Continued

Conditions and Recommendations	Frequency of Mention For All Programs
Provide a proper sequence of courses....	16
Need for cooperative study and evaluation by the college staff and public school representatives.....	15
Increase personnel in Education and Psychology department.....	15
More effective use of part-time person- nel in professional education.....	15
Opportunity for student teaching at the secondary level.....	13
Greater number of hours spent in student teaching.....	13
Opportunity for actual teaching in the student teaching situation.....	13
A cooperative plan for choosing supervis- ing teachers between the college and the schools.....	13
Provide a full summer term of eight weeks	11
Revise, re-evaluate, and improve the area of specialized education.....	9
Re-examine the area of general education.	8
Provide a more adequate program of stu- dent teaching.....	8
Need for more equipment.....	8
Improvement of facilities needed.....	7
Opportunity for student teaching at the elementary level.....	7
Provide broader preparation in the program	7

TABLE 119--Continued

Conditions and Recommendations	Frequency of Mention For All Programs
Need for greater emphasis in various aspects of the program.....	6
Need to add to courses.....	6
Too high concentration in the program...	5
Meet the basic certification requirements in the certificate program.....	5
Other courses need to be added to the program.....	4
Need for a balanced pattern of courses...	3
Program to be defined and integrated.....	3
Limitation of off-campus and night courses.....	3
Re-evaluation should be made of courses..	3
Actual experiences with children should be provided in courses.....	3
Attainment of objectives; re-evaluation of objectives for the program.....	3
Improve phases of the program.....	3
A more equitable staff load.....	3
Lack of program development.....	1
Need for advanced courses in the program.	1
Need for prerequisites for courses.....	1
Change title of certificate program.....	1
Cooperation and coordination between the departments within the college.....	1



TABLE 119--Continued

Conditions and Recommendations	Frequency of Mention For All Programs
Cooperation of departments with the Education department.....	1
Need for more materials.....	1
Need for a new building.....	1
Reduce extra-curricula activities of the staff.....	1

Total conditions and recommendations.--Table 120 shows the total number of conditions and recommendations mentioned for each of the nine major areas.

TABLE 120

## TOTAL CONDITIONS AND RECOMMENDATIONS

Areas	Total Number of Conditions and Recommendations	Per Cent of Total
Student Teaching.....	261	42.1
Course and Program Improve- ment.....	106	17.1
Personnel.....	74	11.9
General Education.....	71	11.5
Inter-Departmental Coopera- tion and Coordination.....	43	6.9
Professional Education.....	31	5.0
Facilities and Equipment....	20	3.2
Specialization.....	9	1.5
Basic Certification Require- ments.....	5	.8
Total.....	619	100.0

## CHAPTER IX

### SUMMARY AND RECOMMENDATIONS

As a rule, the state functions to a limited extent as an accrediting agency. However, the conditions created in the teaching profession during and after World War II have brought about the appraisal of the State's educational institutions. The State Board of Education, with the help of the Oklahoma Education Association and other groups interested in education, formed the Oklahoma Commission on Teacher Education and Certification to improve teacher education in Oklahoma.

The Oklahoma Commission inaugurated the program for institutional evaluation after first establishing new certification policies and regulations. The evaluation program, in part, was to determine how well the institutions were meeting these new regulations in programs offered. Since certificate programs are directly affected by many conditions within the institutions, such conditions were of concern to the Commission.

The purposes of the evaluation of institutions preparing teachers were two-fold. First, elements within the institutions that were found to comply with accepted standards

and requirements were to be identified; second, continuous growth within the institution was to be encouraged and stimulated.

The present study is an attempt to identify the elements of strength and weakness of teacher education programs based upon the findings of the institutional self-evaluation groups and the findings of committees visiting each institution.

The broad scope of the evaluation program entailing two separate groups of data places limits upon single conclusive statements of findings. However, general statements of findings by both evaluation groups may be made.

Summary of Findings on Organization and  
Administration of Institutions

Administrative Organization

1. The self-evaluation groups reported 94.7 per cent of the items as strengths for Administrative Organization. This area was rated the strongest of the five sections by these groups. The only weaknesses reported by the self-evaluation groups for Administrative Organization were:

- a. Provisions made for coordination of all aspects of the program. (Three institutions)
- b. The improvement of internal organization through continuous, cooperative effort of administrative and instructional personnel. (Three institutions)

2. The visiting committees also reported Administrative

Organization as the strongest section of the five evaluated, with 45.9 per cent of the items rated strengths. However, a number of items were reported as weaknesses such as:

- a. Provisions made within the institution for coordination of all aspects of the program. (Nine committees)
- b. Improvement of internal organization through cooperative effort of administrative and instructional personnel. (Seven committees)
- c. The securing of advice and counsel of others in determining fitness of applicants for certification. (Seven committees)
- d. Encouraging wide-spread cooperation within the institution in developing policies relative to teacher education. (Seven committees)

#### Finances, Resources, and Facilities

1. The self-evaluation groups reported 77.6 per cent of the items as strengths for Finances, Resources, and Facilities. The only weaknesses reported were:

- a. Physical plant of the laboratory school. (Four institutions)
- b. Equipment of the laboratory school. (Three institutions)
- c. Salary schedule for the campus laboratory school. (Three institutions)

2. The visiting committees reported 41.6 per cent of the items as strengths for Finances, Resources, and Facilities. Weaknesses were:

- a. Suitable teaching aids and equipment in terms of the needs of the program. (Seven Committees)
- b. Budgeting of finances on needs in all aspects of the program. (Six committees)

- c. Financial support for teacher education compared with other departments. (Five committees)
- d. Financial support for the physical plant of the campus laboratory school as compared with the better public schools. (Five committees)

#### Provisions for Staff Personnel

1. The self-evaluation groups reported 77.7 per cent of the items as strengths for Provisions for Staff Personnel. Weaknesses were reported for:

- a. Written policies and consistent practices for promotion. (Nine institutions)
- b. Written policies and consistent practices for salary. (Six institutions)
- c. Recognized merit in research. (Five institutions)
- d. A reasonable service load in terms of time and the kinds of work in which he can render the most effective service. (Five institutions)
- e. Adequate staff for a comprehensive program. (Four institutions)
- f. Faculty participation in selection of new staff members. (Four institutions)
- g. Sabbatical leave. (Four institutions)
- h. Recognized merit for off-campus services. (Four institutions)
- i. Adequate clerical help. (Four institutions)

2. The visiting committees reported 31.9 per cent of the items as strengths for Provisions for Staff Personnel. Weaknesses were:

- a. A reasonable service load in terms of time

and the kinds of work in which he can render the most effective service. (Eight committees)

- b. Written policies and consistent practices for promotion. (Seven committees)
- c. Written policies and consistent practices for salary. (Seven committees)
- d. Providing an adequate staff for a comprehensive program of teacher education. (Six committees)
- e. Balance between different types of work such as teaching, research, and field service. (Six committees)

#### Student Personnel Services

1. The self-evaluation groups reported 71.1 per cent of the items as strengths for Student Personnel Services. This area was rated the weakest of the five sections. Weaknesses were reported for:

- a. Application of criteria in an effective program of selective admission to teacher education. (Nine institutions)
- b. Special clinical services to students. (Nine institutions)
- c. Special remedial services to students. (Nine institutions)
- d. Recognizing a difference between requirements for admission to general college work and requirements for admission to teacher education (Eight institutions)
- e. Requiring students to make formal application for admission to teacher education. (Seven institutions)
- f. Responsibility for cooperation by the institution in encouraging and stimulating selective recruitment for the teaching profession. (Seven institutions)

- g. Developing criteria for selective admission to teacher education. (Six institutions)

2. The visiting committees reported 32.2 per cent of the items as strengths for Student Personnel Services.

Weaknesses were reported for:

- a. Application of criteria in an effective program of selective admission to teacher education. (Nine committees)
- b. Utilization of a suitable system of cumulative records in providing student personnel services. (Nine committees)
- c. Provisions for effective placement and follow-up services for those who complete teacher education programs. (Nine committees)
- d. Requiring students to make formal application to teacher education. (Eight committees)
- e. Development of criteria for selective admission programs. (Eight committees)
- f. Recognizing a difference between requirements for admission to general college work and admission to teacher education. (Six committees)

#### Off-Campus Services

1. The self-evaluation groups reported 78.2 per cent of the items as strengths for Off-Campus Services. Weaknesses were reported for:

- a. Defining service relations to school systems and teachers in the field. (Four institutions)
- b. Rendering of off-campus services by regular staff members as part of the regular teaching load. (Four institutions)
- c. Improvement of off-campus services through continuous, cooperative effort by administrative and instructional personnel. (Four institutions)



2. The visiting committees reported 35.3 per cent of the items as strengths for Off-Campus Services. Weaknesses were reported for:

- a. Recognizing placement and follow-up services as an integral part of service in the field. (Six committees)
- b. Improvement of off-campus services through continuous, cooperative efforts by administrative and instructional personnel. (Five committees)
- c. Defining service relations to school systems and teachers in the field. (Five committees)

#### Summary of Findings on Certificate Programs

##### Approvals

1. Of the total two hundred eighty certificate programs examined in the seventeen institutions the following number of approvals were given:

- a. Unqualified approvals. Eighty-seven, or 31 per cent.
- b. Qualified approvals. One hundred eighty-eight and one-half, or 67.3 per cent.
- c. Disapprovals. Only four and one-half, or 1.6 per cent.

2. The certificate program receiving the greatest number of unqualified or full approvals for the large number examined were:

- a. Home economics (general). Nine, or 56.3 per cent of the sixteen examined.
- b. Industrial arts. Five, or 45.5 per cent of the eleven examined.

- c. Elementary education. Six, or 35.3 per cent, of the seventeen examined.
- d. Mathematics. Six programs, or 35.3 per cent of the seventeen examined.

3. The programs given the greatest number of qualified approvals for the large number examined were:

- a. Foreign language (not classified). Eleven, or 91.4 per cent of the twelve examined.
- b. Art. Twelve, or 80 per cent of the fifteen examined.
- c. Health and physical education. Twelve, or 80 per cent of the fifteen examined.
- d. Science. Eleven and one-half, or 77.8 per cent of the seventeen examined.
- e. Language arts. Thirteen, or 76.5 per cent of the seventeen examined.
- f. Bookkeeping and clerical practice. Eleven, or 73.3 per cent of the fifteen examined.
- g. Speech. Eleven, or 73 per cent of the fifteen examined.

4. The certificate programs receiving the greatest number of qualified approvals for only one year were:

- a. Health and physical education. (Three programs)
- b. Bookkeeping and clerical practice. (Three programs)

5. The four and one-half programs disapproved were:

- a. French. One, or 50 per cent of the two examined.
- b. Agriculture. Two, or 40 per cent of the five examined.
- c. Science. One-half program, or 8.3 per cent of the seventeen examined.

- d. Music (instrumental). One, or 6.2 per cent of the sixteen examined.

6. A large number of conditions were found and recommendations made for improving the programs given qualified approval or disapproval. These conditions indicating weaknesses in programs were logically grouped into nine major areas. The following areas are shown according to frequency of mention:

- a. Student teaching. Two hundred sixty-one, or 42.1 per cent.
- b. Courses and programs. One hundred six, or 17.1 per cent.
- c. Personnel. Seventy-four, or 11.9 per cent.
- d. General education. Seventy-one, or 11.5 per cent.
- e. Inter-departmental cooperation and coordination. Forty-three, or 6.9 per cent.
- f. Professional education. Thirty-one, or 5.0 per cent.
- g. Facilities and equipment. Twenty, or 3.2 per cent.
- h. Specialization. Nine, or 1.5 per cent.
- i. Basic certification requirements. Five, or .8 per cent.

7. The conditions mentioned most frequently were:

- a. Cooperation and coordination between the education department, subject matter department, and practice teaching. (Forty-one mentions)
- b. Need to increase personnel and /or provide more adequate personnel. (Forty mentions)
- c. More adequate supervision of student teaching. (Thirty-one mentions)

- d. Better cooperation and coordination between the college and public schools. (Thirty-one mentions)
- e. Revise, re-evaluate, and improve the area of professional education. (Thirty-one mentions)
- f. Better coordination between college staff and supervising teachers. (Twenty-eight mentions)
- g. Student teaching scheduled in large blocks of time. (Twenty-seven mentions)

### Conclusions

The following conclusions are made in light of the findings of both evaluation groups:

1. The amount of work and the quality of the reports of the self-evaluation groups indicate the seriousness with which these groups functioned. It is thought that the evaluation has resulted in attaining continuous study within the institutions.

2. The systematic organization of the reports of the visiting committees and the positive manner in which they were written shows evidence of careful evaluation by these groups, and point to a sincere effort to evaluate fairly.

3. A close agreement was shown by both evaluation groups for weaknesses reported; however, the self-evaluation groups reported a greater number of strengths than did the visiting committees. The visiting committees failed to mention a great number of the items of criteria in the Guides to Analysis and Appraisal.

4. There are insufficient provisions made in many

institutions for coordination of all aspects of the programs for teacher education.

5. Evidence indicates the lack of continuous, cooperative efforts of administrative and instructional personnel to improve the internal organization of most of the institutions preparing teachers.

6. A need is shown for the administrative official responsible for teacher education to secure the advice and counsel of those who have worked with applicants applying for certification.

7. Budgeting of finances do not always meet substantiated needs in all aspects of the programs.

8. Two of the major needs are for written policies and consistent practices for promotion and salary.

9. A reasonable service load in terms of time, and the kinds of work in which the staff can render the most effective service is not maintained in nearly half of the institutions.

10. It is indicated that a more adequate staff is needed for a comprehensive program of teacher education.

11. Of the small number of reports for campus laboratory schools, nearly half indicated that the physical plant, equipment, and salary schedule were not comparable to the better public schools.

12. A need was indicated for a better balance in the service load between different types of work such as teaching,

research, and field service.

13. Student Personnel Services was rated the lowest of the five sections by both evaluation groups.

14. It was reported by over half of the institutions that the criteria for selective admissions programs are not being applied effectively, and slightly less than half do not require students to make formal application or have not developed criteria for selective admission programs.

15. Special clinical and remedial services are not provided to students in nearly half of the institutions.

16. Little difference is indicated between requirements for admission to general college work and requirements for admission to teacher education.

17. More than half the visiting committees found that a suitable system of cumulative records is not utilized in providing student personnel services.

18. More than half of the visiting committees reported inadequate provisions were made for placement and follow-up services for those who complete teacher education programs.

19. A need is indicated for many institutions to recognize placement and follow-up services as an integral part of their services in the field.

20. Nearly 95 per cent of the items were rated strengths by the self-evaluation groups for Administrative Organization, and over 75 per cent of the items were rated

strengths for Finances, Resources, and Facilities; Provisions for Staff Personnel; Student Personnel Services; and Off-Campus Services.

21. Student Personnel Services was reported the weakest area of the five evaluated by the self-evaluation groups.

22. Nearly 50 per cent of the items were reported strengths by the visiting committees for Administrative Organization. Over forty per cent of the items were reported strengths for Finances, Resources, and Facilities, while slightly over 30 per cent of the items were reported strengths for Student Personnel Services and Off-Campus Services.

23. Four of the five institutions receiving the greatest number of full or unqualified approvals for certificate programs were generally reported the strongest in the total appraisal of general institutional quality. However, a great discrepancy was shown for one institution (Institution K) that was judged one of the weakest institutions in the total appraisal, but was given the greatest number of unqualified approvals of all the institutions evaluated.

These findings indicate that, generally, all aspects of the institution affected the programs offered for certification. However, in some cases, the visiting committees found programs for certification adequate despite weaknesses of general institutional quality.

24. The great number of certificate programs given

qualified approval or conditional approval indicate the need for improving many aspects of the institutions preparing teachers.

25. Inadequate conditions relating to student teaching contributed to more qualified approvals given to certificate programs than did other conditions.

26. The need for coordination and cooperation between the education department, subject-matter departments and student teaching was given the highest frequency of mention of all conditions adversely affecting certificate programs.

27. In view of the number of qualified approvals given, a need is shown for improving foreign language (unclassified), art, health and physical education, science, language arts, bookkeeping and clerical practice, and speech.

28. Of the qualified approvals given to certificate programs, health and physical education, and bookkeeping and clerical practice were in most immediate need of improvement.

29. The only programs given disapproval were French, agriculture, science, and instrumental music.

### Recommendations

1. Although Administrative Organization was regarded as an area of strength by both the self-evaluation groups and the visiting committees, the weaknesses reported by both



were basic to internal organization and administration. The lack of coordination and wide-spread cooperation for the improvement of teacher education indicates a need to examine the internal structure and function of the institutions and to develop policies and practices for institution-wide cooperation.

2. In order to achieve better coordination of all aspects of the programs for teacher education, it is recommended that administrative and instructional personnel participate in developing policies relative to teacher education programs. This should include the development of criteria for selective admission programs and participation by staff members in the various departments in applying such criteria in selective admissions programs.

3. Since laboratory experiences are so vital to the teacher education program, it is important that institutions reporting inadequate campus laboratory schools consider the plan of using public schools for student teaching.

4. One of the major problems of many teacher training institutions is that of developing better cooperation and coordination between the laboratory schools and the colleges. It is recommended that all possible effort be directed toward improving this important aspect of teacher education.

5. The lack of written policies and consistent practices for promotion and salary for staff personnel may result in problems directly affecting teacher education programs.

It is recommended that the administrative heads of the institutions set up plans for cooperative development with the faculty of policies and practices relating to staff personnel.

6. Since good instruction is influenced by suitable teaching aids and equipment, it is recommended that such instructional materials be considered by administrative heads in the allocation of funds.

7. The need for more adequate staff was made apparent in the recommendations affecting certificate programs. This need was also shown in the reports given for service load by both evaluation groups. Since provisions for additional staff are directly related to finances, it is suggested that proper steps be taken to show the need for more adequate financing to provide additional staff. It is further recommended that all personnel within the various departments of the institutions participate in a study of work load and that steps be taken to equalize such load.

8. Members within the various departments should participate in the selection of new staff members.

9. The lack of cooperation and coordination that exists between the various departments, the education department, and student teaching should be given primary consideration in improving teacher education programs.

It is suggested that study groups be formed among the various departments to determine the role each group plays in the preparation of teachers, and that such groups

share in the forming of policies relative to teacher education programs.

11. Although many staff members should participate in recommending applicants for certification, the responsibility for certification should be given to the administrative officer directly concerned with teacher education.

12. Increased attention should be given to placement services. Also, in order for the institutions to determine the effectiveness of their teacher education programs and to provide valuable services to beginning teachers, it is suggested that a program of follow-up services to beginning teachers be inaugurated.

13. The lack of clinical and remedial services shows that the needs of student personnel are not being fully met. It may be, that as cumulative records are utilized more effectively than at present, the need for special clinical and remedial services will become more apparent to the faculty, and such services will be provided as needed.

14. It is recommended that courses in methods of teaching be included in all fields of specialization.

15. It is recommended that in the evaluation program the following suggested procedures be considered:

- a. A greater period of orientation be given for all members serving on visiting committees.
- b. The Guides to Analysis and Appraisal be followed more consistently in evaluating institutions and in writing reports of findings.

Generalizations Made From This Study

The following generalizations seem to be justified from the conclusions obtained from this study;

1. The Guides to Analysis and Appraisal as the instrument used to guide the evaluation might have been followed more consistently in evaluating and reporting results if certain items had been stated more clearly and if the sections had followed a more logical arrangement.

2. Substantial evidence was not always shown to the visiting committees to justify certain statements by the self-evaluation groups regarding conditions in the institution.

3. The extent to which some of the written policies were put into actual practice was not always fully determined by the visiting committees.

4. Some visiting committees commended desirable conditions that existed in the planning stage only.

5. There were indications that some visiting committee members gave emphasis to their fields of specialization while giving little attention to other areas important to the total evaluation program.

6. In only a few instances was it indicated that students participated in the self-evaluation. However, in many instances the students were interviewed by the visiting committees, and a number of recommendations were made by the visiting committees as a result of student opinion.

7. For the most part, the purposes of the Commission

on Teacher Education and Certification to improve teacher education programs in Oklahoma were realized.

#### Recommendations for Further Study

From the results of this study, it is the opinion of the writer that consideration should be given to the following areas for further investigation:

1. A study should be made of the problems of internal coordination and cooperation between the various departments in the seventeen teacher education institutions in the state.
2. A study of the financing of state-supported teacher education institutions should be made. A study should also be made of budgeting procedures followed in these institutions.
3. A study of policies and practices in state-supported teacher education institutions in Oklahoma relative to staff personnel should be made.
4. A study should be made of student teaching programs in the various colleges of the state with special attention given to problems of supervision and coordination between the college and the public school.
5. A study of programs of selective admission to teacher education should be made.
6. A follow-up of this study should be made by determining the results of the re-visitation program now being carried out.

7. The findings of this study might be compared with similar findings by regional or national accrediting groups.

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## A P P E N D I X

## APPENDIX I

Oklahoma Commission on Teacher Education  
and Certification

## REVISED CONSTITUTION

as adopted April 8, 1952

Article I - Name

This organization shall be known as the Oklahoma Commission on Teacher Education and Certification.

Article II - Sponsoring Agencies

The Oklahoma Education Association and the State Department of Education shall be the sponsoring agencies of the Oklahoma Commission on Teacher Education and Certification.

Article III - Purpose

The purpose of the Oklahoma Commission on Teacher Education and Certification shall be to encourage and coordinate the voluntary efforts of all agencies interested in the improvement of teacher education in Oklahoma; and, to act as an advisory body to the State Department of Education, the State Board of Education, the public schools of the State, and the Oklahoma Institutions of higher education concerned with the education of teachers in matters pertaining to the recruitment, selection, pre-service education, certification, and in-service education of teachers.

Article IV - Officers

Section 1. The officers of the Commission shall consist of a chairman, vice-chairman, a recording secretary elected by and from the membership of the Commission, an executive secretary chosen by the Executive Committee, the immediate past chairman of the Commission, and three directors consisting of the State Superintendent of Public Instruction, the Executive Secretary of the Oklahoma Education Association, and one member elected from the Commission.

Section 2. It shall be the duty of the elected officers to perform the customary functions of their respective offices. The officers of the Commission shall serve as the Executive Committee.

## APPENDIX I (Continued)

Section 3. The Executive Committee shall have active charge of the affairs of the Commission, with the power to represent and act for the Commission between meetings of that body. It shall meet at the call of the Chairman of the Commission, or on petition of any four of its members. Five members shall constitute a quorum.

Section 4. The Chairman, Vice-Chairman, and Recording Secretary shall be elected at the annual meeting for a term of one year, in such manner as the Commission may provide. Officers are eligible for re-election.

Section 5. The term of office for elected officers shall begin at the close of the annual meeting. In case a vacancy occurs in an elective office during the year, the Executive Committee shall appoint an officer to fill the vacancy until the next meeting of the Commission at which the Commission shall elect an officer for the unexpired term.

Article V - Membership

Section 1. The personnel of the Commission shall consist of twenty-five members including the Executive Secretary of the Commission, the State Superintendent of Public Instruction, the Executive Secretary of the Oklahoma Education Association, the Chancellor of the State Regents for Higher Education, and the Chairman, Vice-Chairman, and Secretary of the Council on Teacher Education, provided that Commission membership may be expanded to twenty-six, when necessary, to include the immediate past Chairman as an ex officio member for one year. Nine of the members shall be engaged in public elementary or secondary school work at the time of their election.

Section 2. Members, other than ex officio members, shall be elected by the Commission for terms of three years, provided that one-third of the elected members shall be elected each year.

Section 3. The term of membership of elected members shall begin at the close of the annual meeting at which they are elected. In case a vacancy occurs, the Commission, at its next meeting, shall elect a member to fill the vacancy for the unexpired term.

Section 4. In the event the membership of the Commission is increased, the length of the term of membership of each of the newly elected members of the Commission shall be determined by the Executive Committee to conform to the provisions

## APPENDIX I (Continued)

in Section 2 above, requiring one-third of the membership to be elected each year.

Section 5. Elected members who have served a full three-year term may not immediately succeed themselves as members of the Commission.

Section 6. Nominations shall be made by a nominating committee of five members of the Commission appointed by the Chairman not later than thirty days prior to the meeting at which the nominations are to be submitted to the Commission.

Article VI - Committees

Section 1. Such committees as are deemed advisable shall be established and/or dissolved by vote of the Commission. The personnel of such committees shall be appointed by the Chairman and shall serve until replaced by the Chairman or until his term of office expires.

Section 2. Membership on committees may be extended to non-members of the Commission.

Article VII - Meetings

Section 1. The annual meeting of the Commission shall be held in April of each year, at a time and place to be designated by the Executive Committee. Two weeks notice of this meeting shall be sent in writing to every member of the Commission. Other regular meetings may be scheduled by the Commission, and special meetings may be held upon the call of the Executive Committee or a petition of the majority of the members of the Commission.

Section 2. Fifteen members of the Commission shall constitute a quorum for the transaction of business.

Article VIII - Finance

Section 1. The Commission is hereby authorized to accept gifts, grants and endowments or subsidies from any source to finance the activities of the Commission.

Section 2. Monthly and annual financial reports shall be made by the Executive Secretary in the form and detail designated by the Commission.

## APPENDIX I (Continued)

Article IX - Council on Teacher Education

Section 1. There shall be created a Council on Teacher Education to act as an advisory body to the Commission on all matters pertaining to teacher education in Oklahoma.

Section 2. Members of the Council shall include members of the Commission and representatives of agencies, groups, and institutions interested in the improvement of teacher education in Oklahoma, chosen for one-year terms, in such manner as the Commission may prescribe.

Section 3. An annual meeting of the Council shall be held during the month of March, the exact date to be determined by the Commission, at which time there shall be elected, in such manner as the Council may prescribe, a chairman, vice-chairman, and a secretary. The officers as chosen, in addition to performing the usual functions of their respective offices, shall become members of the Commission for the ensuing year. Special meetings of the Council may be called by the Commission or by the petition of at least twenty-five members of the Council.

Article X - Amendments

Section 1. Amendments to the Constitution may be proposed by any member of the Commission.

Section 2. Proposed amendments must be presented to the Chairman in writing at least thirty days prior to the date of the meeting of the Commission at which they are to be considered.

Section 3. All members of the Commission shall be notified in writing by the Executive Secretary of any such proposed amendments at least ten days prior to the meeting at which they are to be considered.

Section 4. An affirmative vote of two-thirds of those cast is required for the adoption of proposed amendments.



## APPENDIX II

## VISITATION COMMITTEE PARTICIPANTS

Benedictine Heights College

Sister M. Magdalen Reinhart

Bethany-Peniel College

Dr. C. Harold Ripper

Central State College

Dr. E. C. Hall

Mr. A. G. Hitchcock

Dr. Joe C. Jackson

Mr. Truman Wester

East Central State College

Dr. J. R. Chandler

Mr. Casper Duffer

Dr. Victor H. Hicks

Mr. W. B. Morrison

Langston University

Miss Lenouliah Gandy

Dr. W. H. Martin

Dr. L. G. Moore

Northeastern State College

Dr. L. H. Bally

Mr. Luther Brown

Dr. Wesley Deneke

Dr. Vaud Travis

Northwestern State College

Miss Frances DeVall

Miss Aurice Huguley

Mr. John B. Stout

Mr. Leslie Thomason

Oklahoma A. & M. College

Dr. J. Andrew Holley

Dr. Roy Jones

Dr. George E. Lewis

Mr. Robert Lowry

Dr. Max Mitchell

Dr. Millie V. Pearson

Mr. Robert Price

Mr. G. T. Stubbs

Dr. Morris Wallace

Oklahoma City University

Miss Josephine Bell

Dr. Clarence Burg

Dr. L. L. Clifton

Dr. G. H. Ryden

Oklahoma College for Women

Miss Corinne Bell

Miss Marjorie Dwyer

Mr. John T. Eischeid

Mr. Sam Evans

Dr. Howard Taylor

Panhandle A. & M. College

Mr. M. C. Hamilton

Mr. Edwin B. Libbey

Mr. A. M. Wickstrum

Phillips University

Mr. Charles E. Dyer

Dr. Ethel Manahan

Miss Lola Montgomery

Dr. T. D. D. Quaid

Southeastern State College

Dr. M. K. Fort

Mrs. Floy Perkinson Gates

Dr. A. L. Pool

Southwestern State College

Dr. Harold Budde

Mr. Cedric Crink

Mr. Louis Morris

Dr. Glenn Snider

University of Oklahoma

Dr. Richard Vernon Andree

Dr. Carlton Berenda

Miss Sarah Helen Edwards

Mr. James Harlow

Mr. Hugh V. McDermott

Dr. William B. Ragan

Mr. Ernest J. Schultz

## APPENDIX II (Continued)

Oklahoma Baptist University

Dr. Jack Purdue  
 Dr. J. R. Scales  
 Miss Lenna M. Smock

University of Tulsa

Dr. Ross H. Beall  
 Dr. J. E. Kirkpatrick  
 Dr. L. F. Zimmerman

Oklahoma Association of School Administrators

Mr. Hal. N. Buchannan, Superintendent of Schools,  
 Cherokee  
 Mr. Garland Godfrey, Superintendent of Schools, Durant  
 Mr. O. D. Johns, Superintendent of Schools, Seminole  
 Mr. G. M. Roberts, Superintendent of Schools, Bartlesville  
 Mr. Dion Wood, Superintendent of Schools, Duncan

Department of Elementary School Administrators, O. E. A.

Miss Flecia Guilliams, Barnard Elementary School,  
 Tecumseh  
 Mr. J. Burr Stout, Lincoln Elementary School, Ardmore  
 Miss Christina Swanson, Swinney Elementary School,  
 Lawton  
 Mr. Howard Thompson, Nowata Elementary School, Nowata  
 Mr. Merle Vance, Eugene Field Elementary School, Oklahoma  
 City

Secondary School Principals Association, O. E. A.

Mr. M. M. Black, Central High School, Tulsa  
 Mr. F. R. Born, Central High School, Oklahoma City  
 Mr. B. Roy Daniel, Emerson Junior High School, Enid  
 Mr. Merwin Deeve, Woodward Junior High School,  
 Woodward  
 Mr. Ralph Lester, Ponca City Junior High School,  
 Ponca City  
 Mr. Murl Price, Ardmore High School, Ardmore

Department of Classroom Teachers, O. E. A.

Mr. Harry Brown, 900 poplar, Ponca City  
 Mr. Carl Ford, Pryor Public Schools, Pryor  
 Miss Stella Cartman, 1215 South Wheeling, Tulsa  
 Mrs. Vivien Haynes, Supervisor of Elementary Education,  
 Oklahoma City  
 Mrs. Opal Herrin, Cloud Chief Public School, Cloud Chief  
 Mrs. Ethel G. Jones, 617½ W. Main, Sand Springs  
 Mr. James G. Peters, 1604 Bigheart, Pawhuska  
 Miss Virginia Rawlins, 703 Douglas, Ardmore  
 Miss Leola Sharp, Robertson Junior High, Muskogee  
 Miss Camilla Starzer, Guthrie High School, Guthrie  
 Miss Sara Thomason, 303 North Willow, Pauls Valley  
 Miss Thelma Zinn, 909½ Osage, Bartlesville

## APPENDIX II (Continued)

Rural Teachers Association

Mrs. Ethel Clark, Central High School, Marlow  
Miss Frances Rambo, Cobb High School, Durant

Oklahoma Association of Negro Teachers

Mr. F. D. Durham, Superintendent of Schools, Clearview  
Mr. H. F. V. Wilson, Principal, Douglass High School,  
Ardmore

State Department of Education

Mr. E. H. Bingham  
Mr. Eddie Gilbert  
Mr. Standifer Keas

## APPENDIX III

ADVISORY COMMITTEE ON EVALUATION OF  
TEACHER EDUCATION PROGRAMS

## (Membership)

Dr. Glenn Snider (Chairman) - Southwestern State College -  
Weatherford  
Hal Buchanan - Superintendent of Schools - Cherokee  
Dr. Guy Curry (Replaced by Eddie Gilbert) - Coordinator of  
Teacher Education - Oklahoma City  
Dr. E. C. Hall - Central State College - Edmond  
Dr. J. E. Kirkpatrick - Tulsa University - Tulsa  
Dr. W. H. Martin - Langston University - Langston  
Dr. J. P. Fritchard - University of Oklahoma - Norman  
G. T. Stubbs - Oklahoma A. & M. College - Stillwater  
Howard Thompson - Elementary Principal - Nowata  
Thelma Zinn - Classroom Teacher - Bartlesville

NOTE: This committee was appointed by the State Board of  
Education in April, 1952, and dissolved by the Board in May,  
1953.

## APPENDIX IV

ROSTER OF VISITING COMMITTEES  
BY  
COLLEGES AND UNIVERSITIES

## I. SOUTHWESTERN STATE COLLEGE, October 20, 1952

1. John B. Stout, Northwestern State College, Chairman
2. L. H. Bally, Northeastern State College
3. Luther Brown, Northeastern State College
4. Casper Duffer, East Central State College
5. Mrs. Opal Herrin, Cloud Chief Public School
6. A. L. Pool, Southeastern State College
7. Lenna Smock, Oklahoma Baptist University
8. Christina Swanson, Elementary Principal, Lawton
9. A. M. Wickstrum, Panhandle A. & M. College

## II. PANHANDLE A. &amp; M. COLLEGE, November 4, 1952

1. Victor H. Hicks, East Central State College, Chairman
2. E. H. Bingham, State Department of Education
3. Hal Buchanan, Superintendent, Cherokee
4. Merwin Deever, Junior High Principal, Woodward
5. Joe C. Jackson, Central State College
6. Robert Price, Oklahoma A. & M. College
7. T. D. D. Quaid, Phillips University
8. Leslie Thomason, Northwestern State College

## III. BENEDICTINE HEIGHTS COLLEGE, November 11, 1952

1. Howard Taylor, Oklahoma College for Women, Chairman
2. E. C. Hall, Central State College
3. James Harlow, University of Oklahoma
4. W. B. Morrison, East Central State College
5. Camilla Starzer, Teacher, Guthrie

## IV. OKLAHOMA BAPTIST UNIVERSITY, November 18, 1952

1. J. Andrew Holley, Oklahoma A. & M. College, Chairman
2. J. R. Chandler, East Central State College
3. Sarah Helen Edwards, University of Oklahoma
4. Stella Gärtman, Teacher, Tulsa
5. George Lewis, Oklahoma A. & M. College
6. Lola Montgomery, Phillips University
7. J. Burr Stout, Elementary Principal, Ardmore

## APPENDIX IV (Continued)

## V. OKLAHOMA COLLEGE FOR WOMEN, December 8, 1952

1. Millie Pearson, Oklahoma A. & M. College, Chairman
2. F. R. Born, Principal, Central High School, Oklahoma City
3. L. L. Clifton, Oklahoma City University
4. Wesley Deneke, Northeastern State College
5. Mrs. Floy Perkinson Gates, Southeastern State College
6. A. G. Hitchcock, Central State College
7. Ernest J. Schultz, University of Oklahoma
8. Dion Wood, Superintendent, Duncan

## VI. CENTRAL STATE COLLEGE, December 15, 1952

1. Louis Morris, Southwestern State College, Chairman
2. Cedric Crink, Southwestern State College
3. Eddie Gilbert, State Department of Education
4. M. C. Hamilton, Panhandle A. & M. College
5. Mrs. Vivien Haynes, Oklahoma City Public Schools
6. J. E. Kirkpatrick, University of Tulsa
7. Robert Lowry, Oklahoma A. & M. College
8. G. M. Roberts, Superintendent, Bartlesville

## VII. UNIVERSITY OF OKLAHOMA, January 7, 1953

1. Ross H. Beall, University of Tulsa, Chairman
2. M. M. Black, Principal, Central High School, Tulsa
3. L. L. Clifton, Oklahoma City University
4. Marjorie Dwyer, Oklahoma College for Women
5. Mrs. Ethel G. Jones, Teacher, Sand Springs
6. Leroy G. Moore, Langston University
7. A. L. Pool, Southeastern State College
8. Jack Purdue, Oklahoma Baptist University
9. C. Harold Ripper, Bethany-Peniel College
10. G. T. Stubbs, Oklahoma A. & M. College
11. Vaud A. Travis, Northeastern State College
12. Dion Wood, Superintendent, Duncan

## VIII. SOUTHEASTERN STATE COLLEGE, January 11, 1953

1. L. H. Bally, Northeastern State College, Chairman
2. Eddie Gilbert, State Department of Education
3. James Harlow, University of Oklahoma
4. Roy Jones, Oklahoma A. & M. College
5. W. B. Morrison, East Central State College

## APPENDIX IV (Continued)

6. Murl Price, Principal, High School, Ardmore
7. Frances Rambo, Cobb High School, Durant
8. Glenn Snider, Southwestern State College
9. L. F. Zimmerman, University of Tulsa

## IX. OKLAHOMA CITY UNIVERSITY, February 2, 1953

1. Eddie Gilbert, State Department of Education, Chairman
2. Richard Vernon Andree, University of Oklahoma
3. Lenouliah Gandy, Langston University
4. Flecia Guilliams, Elementary School Principal, Tecumseh
5. G. T. Stubbs, Oklahoma A. & M. College
6. Sara Thomason, Teacher, Pauls Valley
7. Truman Wester, Central State College
8. L. F. Zimmerman, University of Tulsa

## X. NORTHWESTERN STATE COLLEGE, February 3, 1953

1. Victor H. Hicks, East Central State College, Chairman
2. Corinne Bell, Oklahoma College for Women
3. Harold Budde, Southwestern State College
4. B. Roy Daniel, Principal, Emerson Junior High School, Enid
5. Standifer Keas, State Department of Education
6. James G. Peters, Teacher, Pawhuska
7. Sister M. Magdalen Reinhart, Benedictine Heights College
8. Lenna Smock, Oklahoma Baptist University

## XI. UNIVERSITY OF TULSA, February 9, 1953

1. John B. Stout, Northwestern State College, Chairman
2. Wesley Deneke, Northeastern State College
3. Ethel Manahan, Phillips University
4. Hugh V. McDermott, University of Oklahoma
5. Merle Vance, Elementary Principal, Oklahoma City
6. Morris Wallace, Oklahoma A. & M. College
7. Thelma Zinn, Teacher, Bartlesville

## XII. PHILLIPS UNIVERSITY, February 16, 1953

1. W. B. Ragan, University of Oklahoma, Chairman
2. Josephine Bell, Oklahoma City University
3. Harry Brown, Teacher, Ponca City

## APPENDIX IV (Continued)

4. Cedric Crink, Southwestern State College
5. Eddie Gilbert, State Department of Education
6. E. C. Hall, Central State College
7. J. E. Kirkpatrick, University of Tulsa

## XIII. BETHANY-PENIEL COLLEGE, February 23, 1953

1. Millie Pearson, Oklahoma A. & M. College, Chairman
2. Mrs. Ethel Clark, Teacher, Central High School, Marlow
3. Frances DuVall, Northwestern State College
4. Edwin B. Libbey, Panhandle A. & M. College
5. G. H. Ryden, Oklahoma City University
6. Glenn R. Snider, Southwestern State College

## XIV. NORTHEASTERN STATE COLLEGE, March 2, 1953

1. W. B. Ragan, University of Oklahoma, Chairman
2. J. R. Chandler, East Central State College
3. Carl Ford, Teacher, Pryor
4. Max Mitchell, Oklahoma A. & M. College
5. A. L. Pool, Southeastern State College
6. G. H. Ryden, Oklahoma City University
7. J. R. Scales, Oklahoma Baptist University
8. Howard Thompson, Principal, Nowata

## XV. OKLAHOMA A. &amp; M. COLLEGE, March 9, 1953

1. Louis Morris, Southwestern State College, Chairman
2. Clarence Burg, Oklahoma City University
3. Charles Edward Dyer, Phillips University
4. Sam Evans, Oklahoma College for Women
5. M. K. Fort, Southeastern State College
6. Garland Godfrey, Superintendent, Durant
7. M. C. Hamilton, Panhandle A. & M. College
8. Ralph Lester, Principal, Ponca City
9. W. H. Martin, Langston University
10. Leola Sharp, Teacher, Muskogee
11. Vaud A. Travis, Northeastern State College
12. Truman Wester, Central State College

## XVI. EAST CENTRAL STATE COLLEGE, March 16, 1953

1. Ross H. Beall, University of Tulsa, Chairman
2. Carlton Berenda, University of Oklahoma
3. Frances DuVall, Northwestern State College
4. John T. Eisheld, Oklahoma College for Women



## APPENDIX IV (Continued)

5. A. G. Hitchcock, Central State College
6. O. D. Johns, Superintendent, Seminole
7. Jack Purdue, Oklahoma Baptist University
8. Virginia Rawlins, Teacher, Ardmore

## XVII. LANGSTON UNIVERSITY, March 17, 1953

1. Joe C. Jackson, Central State College, Chairman
2. F. D. Durham, Superintendent, Clearview
3. Eddie Gilbert, State Department of Education
4. Aurice Huguley, Northwestern State College
5. Robert Price, Oklahoma A. & M. College
6. C. Harold Ripper, Bethany-Peniel College
7. H. F. V. Wilson, Principal Douglass High School, Ardmore

## APPENDIX V

APPLICATION OF INSTITUTION FOR  
STATE BOARD OF EDUCATION APPROVAL  
OF TEACHER EDUCATION PROGRAMS

Date \_\_\_\_\_

Institution \_\_\_\_\_

Location \_\_\_\_\_

Regional or other accreditation  
for general purposes by:

Dates of such  
accreditation

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

List of certificate programs offered by the institution:

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

## APPENDIX V. (Continued)

Enrollment: Total \_\_\_\_\_ In Teacher Education \_\_\_\_\_

Of those enrolled in teacher education,

\_\_\_\_\_ are women

\_\_\_\_\_ are men

Enrollment in Teacher Education by college years:

First year \_\_\_\_\_

Graduate students,

Second year \_\_\_\_\_

First year \_\_\_\_\_

Third year \_\_\_\_\_

Second year \_\_\_\_\_

Fourth year \_\_\_\_\_

Third year \_\_\_\_\_

The faculty of the above named institution has completed the self-evaluation as suggested by the State Board of Education. The necessary copies of materials developed in the institutional self-evaluation are submitted with this application.

\_\_\_\_\_ hereby requests the State Board of  
Name of Institution  
Education to take the proper action to determine whether or  
not the current certificate programs at this institution  
shall be approved.

Signed \_\_\_\_\_

Executive Officer for Teacher Education

Signed \_\_\_\_\_

President of Institution

## APPENDIX VI.

## Instruction Sheet for Visiting Committee Members

## A. Suggestions for reviewing evaluation material submitted by the institution.

1. Study very carefully the "Guides to Analysis and Appraisal" as adopted by the State Board of Education and included in the Plans and Procedures for the Evaluation of Teacher Education Programs in Oklahoma Colleges and Universities.
2. Study carefully the institution's answers in each section of the evaluation guide, noting:
  - (1) Any items which are not clear or which seem to be incomplete.
  - (2) Any indications of problem areas which may need to be checked at the time of the visit.
  - (3) Any leads as to appropriate persons to be interviewed and why.
  - (4) Any areas or activities which seem to be out of line with the stated objectives of the various certificate programs.
3. If responsibility for certain sections has been assigned, check these sections with particular care.
4. From the supporting data submitted, become familiar with the institution as much as possible before going to the campus.

## B. General suggestions for visitors.

1. Schedule interviews and conferences and keep to the schedule.
2. Individual interviews should be scheduled for a relatively short time.
3. Ask questions as to how and why things done rather than express opinions about them.
4. Make necessary notes during an interview about any items need for your records.
5. Maintain the role of friendly visitor, never that of inquisitor.

## APPENDIX VI (Continued)

6. Never ask for and, if possible, avoid getting any "confidential information" from individuals about the institution or other individuals.
7. Keep in mind the value that comes to you as a member of a visiting committee.
8. Time is one of the most important factors involved in a visitation. In many cases, the time of visitors will be limited and should be conserved in every way possible.
9. Evaluation guides used by visiting committee members as worksheets shall be turned to the chairman of the committee at the close of the visitation and then destroyed.
10. Do not hesitate to correspond with, or contact in person, your committee chairman or Eddie Gilbert, Coordinator of Teacher Education, State Department of Education.

## APPENDIX VII

## PART II - GUIDES TO ANALYSIS AND APPRAISAL OF PROGRAMS

## Section I

Are the objectives of the program conducive  
to the effective education of teachers?

A. Guides

Name of Certificate Program:

N01234 References\*

1. The objectives of the above named certificate program are formulated
  - a. with the participation of all concerned within the institution, and
  - b. with the cooperation of appropriate groups and agencies outside the institution.
2. The objectives of this certificate program are stated in writing.
3. The objectives of this program are officially accepted by the institution.
4. The objectives of this program recognize
  - a. desirable personal qualities,
  - b. scholastic achievement,
  - c. cultural and professional competencies.
5. The objectives of this program recognize values of our democratic culture.
6. The objectives of this program are subject to continuous modification in terms of changing needs.

\* Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII

B. AppraisalScale

- |  |   |
|--|---|
| 1. ( ) Inadequate.   | N- Does not apply.                                |
| 2. ( ) Partially adequate (more inadequate than adequate).     | 0- Not present.                                   |
| 3. ( ) Predominately adequate (more adequate than inadequate). | 1- Present to a limited degree.                   |
| 4. ( ) Fully adequate.   | 2- Present to a large degree.                     |
|  | 3- Present in full degree                         |
|  | 4- Present in a degree beyond that expressed .... |

C. Comments and Recommendations

(Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted immediately following this page. Also, please list members of local study committee concerned.)

## APPENDIX VII (Continued)

## Section II

Is the internal organization of the institution such that (1) administrative responsibility for teacher education is definitely designated and (2) provisions are made for institution-wide cooperation in developing teacher education programs?

A. Guides

	N01	234	References*
1. Teacher education is recognized as a major function of the college or university.			
2. Administrative responsibility for teacher education is definitely designated.	Yes	No	
3. The responsible administrative officer has authority commensurate with assigned responsibilities.			
4. The responsible administrative officer is selected in terms of characteristics and competencies required to carry on the program.			
5. The organization provides for recommendation of applicants for certification by the administrative official who has clearly defined responsibility for teacher education.			
6. Such administrative official secures the advice and counsel of those who have worked with the applicant concerning his fitness for certification.			
7. Policies and practices relating to the recommendation of applicants for certification are consistent with objectives of each of the programs.			
8. The organization encourages and facilitates wide-spread cooperation within the institution in developing policies relative to teacher education.			

1. Teacher education is recognized as a major function of the college or university.
2. Administrative responsibility for teacher education is definitely designated.
3. The responsible administrative officer has authority commensurate with assigned responsibilities.
4. The responsible administrative officer is selected in terms of characteristics and competencies required to carry on the program.
5. The organization provides for recommendation of applicants for certification by the administrative official who has clearly defined responsibility for teacher education.
6. Such administrative official secures the advice and counsel of those who have worked with the applicant concerning his fitness for certification.
7. Policies and practices relating to the recommendation of applicants for certification are consistent with objectives of each of the programs.
8. The organization encourages and facilitates wide-spread cooperation within the institution in developing policies relative to teacher education.



## APPENDIX VII (Continued)

- |   |   |
|---|---|
| <p>9. The internal organization of the institution provides for coordination of all aspects of the program.</p> <p>10. The organization provides a department, division, school, or college qualified to offer a program leading to a degree in Education.</p> <p>11. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of all aspects of the institution's internal organization for teacher education.</p> | <hr/> <p>N01234 References*</p> <hr/> <hr/> <hr/> <hr/> |
|---|---|

B. AppraisalScale

- |   |  |
|---|--|
| <p>1. ( ) Inadequate.</p> <p>2. ( ) Partially adequate (more inadequate than adequate).</p> <p>3. ( ) Predominately adequate (more adequate than inadequate).</p> <p>4. ( ) Fully adequate.</p> | <p>N- Does not apply</p> <p>0- Not present.</p> <p>1- Present to a limited degree.</p> <p>2- Present to a large degree.</p> <p>3- Present in full degree.</p> <p>4- Present in a degree beyond that expressed...</p> |
|---|--|

C. Comments and Recommendations

Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted immediately following this page. Also, please list members of local study committee concerned.

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\*Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

## Section III

Are adequate finances, resources, and facilities provided for effective teacher education programs?

A. Guides

N01234 References\*

1. Budgeting of finances is based on substantiated needs in all aspects of the programs.
2. The financial support of teacher education compares favorably with that provided for other professional education on the campus.
3. Salaries for staff personnel engaged in teacher education are comparable to the salaries paid to personnel in other divisions on the campus.
4. Financial support of the campus laboratory school enables it to maintain standards comparable to those maintained by the better public schools with respect to
  - a. physical plant,
  - b. equipment,
  - c. salary schedule.
5. Library facilities are provided to meet the needs of students and faculty in all aspects of the program
6. Suitable teaching aids and equipment are provided in terms of the needs of the programs.
7. Suitable space is provided for carrying on the programs
  - a. classroom,
  - b. workshop,
  - c. laboratory,
  - d. seminar,
  - e. conference,
  - f. office.

\*Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

8. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of finances, resources, and facilities for teacher education.

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N01234 References\*

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B. AppraisalScale

- |        |   |  |
|--------|---|--|
| 1. ( ) | Inadequate.   | N- Does not apply.                                 |
| 2. ( ) | Partially adequate (more inadequate than adequate).     | 0- Not present.                                    |
| 3. ( ) | Predominately adequate (more adequate than inadequate). | 1- Present to a limited degree.                    |
| 4. ( ) | Fully adequate.   | 2- Present to a large degree.                      |
|        |   | 3- Present in full degree.                         |
|        |   | 4- Present in a degree beyond that expressed ..... |
- 

C. Comments and Recommendations

(Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted immediately following this page. Also, please list members of local study committee concerned.)

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\*Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

## Section IV

Does the institution have adequate provisions for the selection, retention, and continued professional growth of personnel needed to carry on the programs?

A. Guides

N01234 References\*

1. Faculty members, where appropriate to their faculty assignments, are qualified in terms of successful elementary-school or secondary-school teaching experience.
2. Faculty members are qualified in terms of academic preparation in the fields of specialization in which they are serving.
3. The institution provides an adequate staff to conduct a comprehensive program of teacher education.
4. Candidates for faculty positions are selected in terms of personal and professional qualifications for teaching, research, and service in teacher education.
5. Members of the faculty participate in the selection of new staff members.
6. Written policies and consistent practices have been established pertaining to adequacy in -
  - a. salary,
  - b. tenure,
  - c. promotion,
  - d. sabbatical leave,
  - e. sick leave,
  - f. retirement of the professional staff.
7. Such policies and practices recognize merit in
  - a. teaching,
  - b. research,
  - c. off-campus service.

\*Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

	<u>NO1234</u>	<u>References*</u>
8. Adequate clerical and other help is provided the professional staff.		
9. Adequate opportunities are provided for continued professional growth of the staff.		
10. A reasonable service load is maintained for each staff member in terms of -		
a. time, and the kinds of work in which he can render the most effective service,		
b. balance between different types of work such as teaching, research, field service, advisement, and committee assignments.		
11. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of policies and practices relating to the selection, retention, and continued professional growth of personnel needed to carry on the program.		

B. AppraisalScale

1. ( ) Inadequate.	N- Does not apply.
2. ( ) Partially adequate (more inadequate than adequate).	0- Not present.
3. ( ) Predominately adequate (more adequate than inadequate).	1- Present to a limited degree.
4. ( ) Fully adequate.	2- Present to a large degree.
	3- Present in full degree.
	4- Present in a degree beyond that expressed...

C. Comments and Recommendations

(Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted

\* Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

immediately following this page. Also, please list members of local study committee concerned.)

## APPENDIX VII (Continued)

## Section V

Are provisions made for effective selection, admission, guidance, placement, and follow-up of persons who enter and complete teacher education programs?

A. Guides

SELECTION AND ADMISSION	NO1234 References*
1. Policies and practices of the institution recognize a difference between requirements for admission to general college work and requirements for admission to teacher education.	
2. Students are required to make formal application for admission to teacher education.	Yes No ____
3. Criteria have been developed for selective admission to teacher education.	Yes No ____
4. Such criteria are being applied in an effective program of selective admission to teacher education.	
GUIDANCE	
5. A comprehensive and coordinated program of student personnel service is provided for all students in the institution.	
6. Guidance services are utilized effectively in a. planning the student's program, b. evaluating the student's progress	
7. Guidance services are provided throughout the student's entire college career.	
8. Guidance services recognize the demand for and supply of teachers	

\*Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

N01234 References\*

- in the various fields of professional service.
9. The institution accepts responsibility for cooperating with other agencies in encouraging and stimulating selective-recruitment for the teaching profession.
  10. The teaching faculty participates in teacher education programs.
  11. Special services are available to students -
    - a. clinical,
    - b. counselling,
    - c. remedial.
  12. A suitable system of cumulative records is utilized in providing student personnel services.
  13. Effective placement and follow-up services are provided for those who complete teacher education programs.
  14. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of personnel services in the selection, admission, guidance, placement, and follow-up of persons who enter and complete teacher education programs.

## B. Appraisal

Scale

- |  |  |
|--|--|
| 1. ( ) Inadequate.   | N- Does not apply.                               |
| 2. ( ) Partially adequate (more inadequate than adequate).     | 0- Not present.                                  |
| 3. ( ) Predominately adequate (more adequate than inadequate). | 1- Present to a limited degree.                  |
| 4. ( ) Fully adequate.   | 2- Present to a large degree.                    |
|  | 3- Present in full degree.                       |
|  | 4- Present in a degree beyond that expressed.... |

\*Use this space for page references to supporting data. See page 7 for further explanation.



## APPENDIX VII (Continued)

C. Comments and Recommendations

(Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted immediately following this page. Also, please list members of local study committee concerned.)

## APPENDIX VII (Continued)

## Section VI-A

Are programs of instruction, including laboratory experiences, being conducted in general, professional, and specialized education to develop essential competencies for effective professional service?

A. Guides

Name of Certificate Program:

DEVELOPMENT OF PROGRAM  
(For all programs)

N01234 References\*

1. Findings of educational research are utilized in program planning.
2. All staff members concerned participate in the development of this program.
3. Teachers and administrators in elementary and secondary schools participate in developing the program.
4. Students participate in developing the program.
5. Members of boards of education and other appropriate laymen participate in developing the program.
6. Off-campus resources and services are utilized in the development of the program
  - a. state education agencies,
  - b. federal education agencies,
  - c. professional organizations.

Scale

- N - Does not apply.  
 0 - Not present.  
 1 - Present to a limited degree.  
 2 - Present to a large degree  
 3 - Present in full degree  
 4 - Present in a degree beyond that expressed ....

\*Use this space for page references to supporting data. See page 7 for further explanation.

## APPENDIX VII (Continued)

## Section VI-B

Are programs of instruction, including laboratory experiences, being conducted in general, professional, and specialized education to develop essential competencies for effective professional service?

A. Guides

Name of Certificate Program

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GENERAL EDUCATION

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NO1234 References\*

(For teaching certificate programs only)

7. Practices in the program are consistent with adopted objectives of the general education phase of this program.
8. The general education phase of the program is sufficiently flexible to meet the differing needs of students.
9. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of the general education phase of the program.

SPECIALIZED EDUCATION FOR TEACHING  
FIELDS

10. Practices in the program are consistent with announced objectives in specialized education in this field of professional service.
11. Subject and subject area courses are effectively related to courses in methods, materials, and professional laboratory experiences.
12. Opportunities are provided for students to develop competence in broad fields of secondary-school teaching such as social studies, language arts, and natural sciences.

## APPENDIX VII (Continued)

N01234 References\*

13. This program provides opportunities for needed changes in the student's choice of an area of specialization.
14. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of the specialized education phase of the program.

## PROFESSIONAL EDUCATION

(For teaching certificate programs only)

15. Practices in the program are consistent with adopted objectives in the professional education phase of this program.
16. Provisions are made for the integration of theory courses and laboratory experiences.
17. Opportunities are provided for prospective teachers to have continuous contacts with children throughout their college preparation.
18. Suitable provisions are made for supervised student teaching in  
a. campus schools,  
b. cooperating off-campus elementary and secondary schools.
19. Arrangements have been made for students to work directly with suitable off-campus educational and other agencies.
20. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of the professional education phase of the program.

## B. Appraisal\*\*

Scale

- |  |  |
|--|--|
| 1. ( ) Inadequate.   | N - Does not apply.                            |
| 2. ( ) Partially adequate (more inadequate than adequate).     | 0 - Not present.                               |
| 3. ( ) Predominately adequate (more adequate than inadequate). | 1 - Present to a limited degree.               |
| 4. ( ) Fully adequate.   | 2 - Present to a large degree.                 |
|  | 3 - Present in full degree.                    |
|  | 4 - Present in a degree beyond that expressed. |

## APPENDIX VII (Continued)

## C. Comments and Recommendations

(Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted immediately following this page. Also, please list members of local study committee concerned.)

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\*Use this space for page references to supporting data. See page 7 for further explanation.

\*\*Appraisal of teaching certificate program based on Section VI-A and Section VI-B.

## APPENDIX VII (Continued)

## Section VI-C

Are programs of instruction, including laboratory experiences, being conducted in general, professional, and specialized education to develop essential competencies for effective professional service?

A. Guides

Name of Certificate Program:

NO1234 References\*

PREPARATION FOR EDUCATIONAL  
ADMINISTRATION

7. Practices in the program are consistent with adopted objectives for the program of preparation for educational administration.
8. Learning experiences are provided which develop understanding of the ethical, social, cultural, political, and economic aspects of a democratic society.
9. Learning experiences are provided which develop understandings of human growth, development, and the learning process.
10. Learning experiences are provided which develop understanding of the purposes of public education and the function of educational administration in a democratic society.
11. Opportunities are provided for study and practice in the development of curricula for elementary and secondary schools.
12. Learning experiences are provided which develop understanding of the purposes, organization, functions, and processes of educational supervision.
13. The program utilizes off-campus resources for observation and internship.
14. Opportunities are provided for the study and use of techniques of research, measurement, and evaluation appropriate to educational administration.

## APPENDIX VII (Continued)

N01234 References\*

15. Opportunities are provided to develop understandings and skills in the specialized phases of educational administration, such as program planning, school survey and appraisal techniques, personnel administration, child accounting, public relations, school business management and finance, school plant development and maintenance, and school law.
16. Provisions are made to insure knowledge and understanding of significant literature emphasizing research in educational administration.
17. Opportunities are provided for the development of understandings and skills in educational leadership and human relations.
18. Opportunities are provided for the development of understandings and skills in group processes.
19. Administrative and instructional personnel engage in continuous, co-operative effort toward improvement of programs for the preparation of educational administrators.

B. Appraisal\*\*Scale

- |  |  |
|--|--|
| 1. ( ) Inadequate.   | N - Does not apply.                                |
| 2. ( ) Partially adequate (more inadequate than adequate).     | 0 - Not present.                                   |
| 3. ( ) Predominately adequate (more adequate than inadequate). | 1 - Present to a limited degree.                   |
| 4. ( ) Fully adequate  | 2 - Present to a large degree.                     |
|  | 3 - Present in a full degree.                      |
|  | 4 - Present in a degree beyond that expressed .... |

## APPENDIX VII (Continued)

C. Comments and Recommendations

(Please submit comments and recommendations dealing with this section on separate sheet or sheets to be inserted immediately following this page. Also, please list members of local study committee concerned.)

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\*Use this space for page references to supporting data. See page 7 for further explanation.

\*\*Appraisal of program leading to certification in educational administration based on Section VI-A and Section VI-C.



## APPENDIX VII (Continued)

## Section VII

Are adequate off-campus services provided to school systems and teachers by the institution?

A. GuidesN01234 References\*

1. The institution has defined its service relations to school systems and teachers in the field.
2. Institutional services to school systems and teachers in the field are planned and provided in terms of mutual benefits that accrue to both the institution and the group served.
3. Off-campus services are rendered by regular staff members as a part of their regular teaching load.
4. Off-campus teaching and other services are evaluated in terms of on-campus standards.
5. The institution recognizes placement and follow-up services as an integral part of its service in the field.
6. The program provides opportunities for practicing teachers and administrators to broaden the scope and improve the quality of their services.
7. Administrative and instructional personnel engage in continuous, cooperative effort toward improvement of services to school systems and teachers in the field.

B. AppraisalScale

- |  |  |
|--|--|
| 1. ( ) Inadequate.   | N - Does not apply.                                |
| 2. ( ) Partially adequate (more inadequate than adequate).     | 0 - Not present.                                   |
| 3. ( ) Predominately adequate (more adequate than inadequate). | 1 - Present to a limited degree.                   |
| 4. ( ) Fully adequate.   | 2 - Present to a large degree.                     |
|  | 3 - Present in full degree.                        |
|  | 4 - Present in a degree beyond that expressed .... |

## APPENDIX VII (Continued)

## C. Comments and Recommendations

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\*Use this space for page references to supporting data. See page 7 for further explanation.

APPENDIX VIII

# State Department of Education

OLIVER HODGE, SUPERINTENDENT

TRUMAN BENNETT, ASST. SUPERINTENDENT--ADMINISTRATION

STANDIFER KEAS, ASST. SUPERINTENDENT--INSTRUCTION

Oklahoma City, Oklahoma

April 7, 1955

Merle V. Vance  
Associate Professor of Education  
Southwestern State College  
Weatherford, Oklahoma

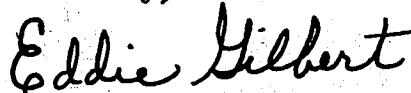
Dear Mr. Vance:

I would like to speak for Stan Keas and E. H. Bingham, as well as myself, in expressing to you our interest in the work which you have done in the preparation of your doctoral study. The evaluation of all aspects of the visitation program involving the seventeen teacher preparing institutions which was carried on during the year 1952-53 under the auspices of the Oklahoma Commission on Teacher Education and Certification is certainly timely. The findings of your study can be of immense value to us in improving the whole visitation program.

We appreciated the opportunity to check over your value judgments involved in appraising the various criticisms expressed in the seventeen Visitation Committee Reports. We feel that you have been as objective as possible in making these judgments and sincerely believe there is a high degree of validity in the ratings assigned to each item. We will be most interested in any conclusions you may reach based on these evaluations.

May we compliment you on the job you are doing and express to you our thanks for this contribution to the task of continuously improving teacher education, and thereby all education, in Oklahoma.

Sincerely,



Eddie Gilbert  
Coordinator of Teacher Education

EG:cd